

## Agenda Item #13.C



STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.

### BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS

2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945

Phone (916) 263-7800 Fax (916) 263-7859 Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



DATE: May 3, 2011

TO: Board Members

FROM:   
Cheryl C. Anderson, M. S., R. N.  
Supervising Nursing Education Consultant

SUBJECT: Community Based Education & Development College Vocational Nursing Program – Reconsideration of Provisional Accreditation and Consideration of Request to Admit Students (Director: Alice Sorrell – Thompson, Los Angeles, Los Angeles County, Private)

Community Based Education & Development College Vocational Nursing Program is presented to the Board for reconsideration of its provisional accreditation. The program's status was changed to provisional accreditation on May 20, 2010, for the one – year period from May 20, 2010, through May 31, 2011. That action was taken due to the program's noncompliance with Section 2530 (I) of the Vocational Nursing Rules and Regulations which states:

"The program shall maintain a yearly average minimum pass rate on the licensure examination that does not fall below 10 percentage points of the state average pass rate for first time candidates of accredited vocational nursing schools for the same period.

- (1) Failure to maintain the required yearly average minimum pass rate for two years or eight consecutive quarters may be cause to place a program on provisional accreditation."

The following table shows the variance of the program's pass rates from the state average annual pass rates of first time graduates of accredited vocational nursing programs for the past 14 quarters. This data substantiates the program's continued noncompliance with Section 2530(I) of the Vocational Nursing Rules and Regulations.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Oct – Dec 2007	76%	63%	- 13
Jan – Mar 2008	75%	64%	- 11
Apr - Jun 2008	74%	51%	- 23
Jul - Sep 2008	74%	52%	- 22
Oct – Dec 2008	73%	46%	- 27
Jan – Mar 2009	72%	38%	-34
Apr – Jun 2009	70%	39%	-31
Jul - Sep 2009	72%	32%	-40
Oct – Dec 2009	73%	31%	-42
Jan – Mar 2010	74%	33%	-41
Apr – Jun 2010	75%	33%	-42
Jul – Sep 2010	75%	41%	-34
Oct – Dec 2010	76%	43%	-33
Jan – Mar 2011	77%	48%	-29

The program requests approval to admit 30 students into its non – degree class to **replace** students who graduated March 27, 2011, and admit 15 students into its degree – class commencing June 6, 2011, with a projected graduation of September 12, 2012. Additionally, the program requests approval to admit a class of 30 students into the non – degree class commencing August 8, 2011, with a projected graduation of November 14, 2012.

### **History of Prior Board Actions**

- On September 10, 2004, the Executive Officer approved the Community Based Education and Development College's request to begin a vocational nursing program with an initial full – time class of 30 students on October 4, 2004, only; **and** approved the program curriculum for 1560 hours, including 582 theory and 978 clinical hours.
- **On February 8, 2005, a new program director was approved.**
- On March 24, 2005, the director notified the Board that commencement of the initial class had been delayed from October 4, 2004, to May 2, 2005, with a completion date of June 29, 2006.
- On February 7, 2006, the director notified the Board that the completion date for the initial class was changed to July 20, 2006.
- On May 12, 2006, the Executive Officer approved initial full accreditation for the Community Based Education and Development College Vocational Nursing Program for the period May 12, 2006, through May 11, 2010, and issued a certificate accordingly.

Additionally, the Executive Officer approved the program's request to admit 60 students starting July 31, 2006, to **replace** students graduating July 20, 2006, only

thereby increasing class size from 30 to 60 students per class. The projected completion date for the replacement class is September 28, 2007.

- On January 9, 2007, the Executive Officer approved the program's request to admit 60 students into a full – time class commencing January 15, 2007, with a projected completion date of March 21, 2008.
- On April 10, 2008, the Executive Officer approved the program's request to admit 10 students into a full-time class beginning on May 5, 2008, with a projected graduation date of August 18, 2009, thereby increasing frequency of admissions.
- On March 18, 2009, the program was notified that its average annual pass rate had fallen below 10 percentage points of the state average annual pass rate for the past four (4) quarters. The program was requested to submit a written plan for improving their NCLEX-PN® pass rates by April 2, 2009.
- On May 14, 2009, the program was notified that its average annual pass rate had fallen below 10 percentage points of the state average annual pass rate for the past five (5) quarters.
- On July 16, 2009, the program was notified that its average annual pass rate had fallen below 10 percentage points of the state average annual pass rate for the past six (6) quarters. The program was requested to submit documentation that verified that elements of its plan of correction were being carried out and the effects of the employed interventions.
- **On August 10, 2009, a new program director was approved.**
- On September 8, 2009, the program was notified that its average annual pass rate had fallen below 10 percentage points of the state average annual pass rate for the past seven (7) quarters.
- On February 24, 2010, the program was notified that its average annual pass rate had fallen below 10 percentage points of the state average annual pass rate for the past eight (8) quarters.
- On April 26, 2010, the assigned consultant contacted the director relative to the admission of five (5) classes without prior Board approval.
- On April 27, 2010, the Board received electronic correspondence from the director relative to the program's understanding that ongoing admissions had been approved.
- On May 14, 2010, the Board received electronic correspondence from the director alleging approval by a prior consultant. A copy of a Board report dated April 10, 2008 was attached. The Board's official report dated April 10, 2010 does not reflect the same information as submitted by the director.

- On May 20, 2010, the Board placed the program on provisional accreditation for the one-year period from May 20, 2010, through May 31, 2011, and issued a notice to the program to identify specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations; required the program to show documented progress by submitting a follow-up report in ten (10) months to include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for expected results, and the effectiveness of corrective actions taken to address the following elements:
  - a. Current Student Enrollment.
  - b. Admission Criteria.
  - c. Screening and Selection Criteria.
  - d. Terminal Objectives.
  - e. Curriculum Objectives.
  - f. Instructional Plan.
  - g. Theory and Clinical Objectives for Each Course.
  - h. Lesson Plans for Each Course.
  - i. Textbooks.
  - j. Attendance Policy.
  - k. Remediation Policy.
  - l. Evaluations of Theory and Clinical Faculty.
  - m. Evaluations of Theory Presentations.
  - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
  - o. Evaluation of Student Achievement.

Additionally, the program is required to comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board's regulations, commencing at California Code of Regulations, title 16, section 2525.

The Board denied the program's request to admit 30 students commencing August 2, 2010, to replace students completing program requirements July 25, 2010. The program was required to admit no further classes without prior Board approval.

- On June 11, 2010, the program submitted electronic correspondence requesting approval to admit students to **replace** the class graduating July 25, 2010.
- On June 22, 2010, the Board forwarded correspondence notifying the program of specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the Vocational Nursing Rules and Regulations.
- On July 12, 2010, the Board received correspondence from the program with a copy of program correspondence dated June 10, 2010, current and projected enrollment data, information relative to faculty: student assignments, clinical rotations, and a FedEx shipment travel history.



- On July 28, 2010, the Board received notification per telephone that the program had mailed documents to the residence of President Vertido, stating the school had been unable to find another mailing address for the Board.
- On July 30, 2010, the Board received program correspondence dated July 26, 2010, sent to the residence of President Vertido, relative to a request to admit students July 26, 2010.
- On August 3, 2010, the director notified the Board that the number of students requested had been reduced to 30.
- On August 6, 2010, the Executive Officer deferred action on the program's request to admit students to the Board for consideration at the September 16, 2010 meeting. This decision was based on the program's pass rate statistics and previous Board action to deny students with a 33% pass rate. The consultant notified the director of the decision per telephone.
- On August 6, 2010, the Executive Officer was notified that the program administration had contacted President Vertido at his residence regarding the program's placement on the September 2010 agenda.
- On August 13, 2010, the Board forwarded correspondence to the director relative to contact with Board members.
- On August 19, 2010, the Board's legal counsel and the Supervising Nursing Education Consultant (SNEC) conducted a conference call with the program director, school DOE, and the school's legal counsel. The purpose of the call was to clarify the program's request for documents and achieve resolution.
- On September 16, 2010, the Board denied the Community Based Education & Development College Vocational Nursing Program's request to admit 30 students commencing August 9, 2010, to **replace** students completing program requirements July 25, 2010. The Board approved the program's admission of 15 students on November 2, 2010, with a projected graduation of March 26, 2012.
- On September 28, 2010, the Board forwarded correspondence to the director relative to decisions rendered at the September 16, 2010 Board meeting.
- On January 18, 2011, the Board received the program's electronic correspondence and supporting documents requesting approval to admit a new class on March 7, 2011.
- On February 14, 2011, the SNEC spoke with the director relative to clarification as to the absence of the program's request on the agenda for the February 25, 2011, Board meeting. The director was informed that the Board had scheduled reconsideration of the program's provisional accreditation status at the May 20, 2011 meeting.
- On February 28, 2011, the Board received the program's follow – up report.

- On April 4, 2011, the SNEC discussed with the director the program's request for approval to admit a new class. The director was informed that the request was scheduled for consideration by the Board at the May 20, 2011 meeting.
- On April 6, 2011, the Board received electronic correspondence from the director relative to the status of the program and the admission of future classes.
- On April 8, 2011, the Board received electronic correspondence from the director relative to the program's correction of identified violations.
- On April 18, 2011, the Supervising Nursing Education Consultant sent correspondence to the director requesting the submission of documents for Board presentation.

### **Enrollment**

The program requires prior Board approval for the admission of each class. The program offers a 63 – week full – time course of instruction, successful completion resulting in issuance of a diploma. Additionally, the program offers a 74 – week full – time course of instruction, successful completion resulting in an Associate of Arts degree. The pattern of admissions for **current and proposed** classes is seen in the enrollment table below.

The following table represents **projected** student enrollment based on **current and proposed** class starts and completions. The table indicates **a maximum enrollment of 137 students** from **April 2009 through August 2011**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
4/09 (Unapproved - D)		40	30	<b>30</b>
8/09 (Unapproved - D)		33	30	$30 + 30 = \mathbf{60}$
10/09 (Unapproved - AA)		9	7	$60 + 7 = \mathbf{67}$
11/09 (Unapproved - D)		40	35	$67 + 35 = \mathbf{102}$
4/10 (Unapproved - D)		35	35	$102 + 35 = \mathbf{137}$
	7/10 (4/09 Class)		-30	$137 - 30 = \mathbf{107}$
	11/10 (8/09 Class)		-30	$107 - 30 = \mathbf{77}$
11/10		15	15	$77 + 15 = \mathbf{92}$
	3/11 (10/09 Class)		-7	$92 - 7 = \mathbf{85}$
	3/11 (11/09 Class)		-39	$85 - 39 = \mathbf{46}$
5/11 (Proposed)		30		$46 + 30 = \mathbf{76}$
6/11 (Proposed)		15		$76 + 15 = \mathbf{91}$
	7/24/11 (4/10 Class)		-35	$91 - 35 = \mathbf{56}$
8/11 (Proposed)		30		$56 + 30 = \mathbf{86}$

### Licensing Examination Statistics

The following statistics, furnished by Pearson VUE, and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction," for the period October 2007 through March 2011, specify the pass percentage rates for graduates of Community Based Education & Development College Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®).

NCLEX-PN® Licensure Examination Data						
Quarterly Statistics					Annual Statistics*	
Quarter	# Candidates	# Passed	% Passed	State Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate
Oct - Dec 2007	1	1	100%	76%	63%	76%
Jan - Mar 2008	23	14	61%	75%	64%	75%
Apr - June 2008	11	3	27%	70%	51%	74%
July - Sep 2008	27	14	52%	74%	52%	74%
Oct - Dec 2008	21	7	33%	73%	46%	73%
Jan - Mar 2009	23	7	30%	70%	38%	72%
Apr - Jun 2009	21	8	38%	71%	39%	70%
July - Sep 2009	23	6	26%	74%	32%	72%
Oct - Dec 2009	20	6	30%	76%	31%	73%
Jan - Mar 2010	26	10	38%	76%	33%	74%
Apr - Jun 2010	27	10	37%	74%	33%	75%
Jul - Sep 2010	32	17	53%	76%	41%	75%
Oct - Dec 2010	22	9	41%	77%	43%	76%
Jan - Mar 2011	31	18	58%	80%	48%	77%
*The Annual Pass Rate changes every quarter. It is calculated by dividing the number of candidates who passed during the current and previous three quarters by the number of candidates who tested during the same period. If no data is available for the relevant period, the statistic is carried over from the last quarter for which data is available.						

Based on the most recent data available (January – March 2011), the program's average annual pass rate is 48%. The California average annual pass rate for graduates from accredited vocational nursing programs who took the NCLEX-PN® for the first time during the same period is 77%. The pass rate for the Community Based Education & Development College Vocational Nursing Program is **29** percentage points **below** the state average annual pass rate.

### Faculty and Facilities

Section 2534(d) of the Vocational Nursing Rules and Regulations states:

"For supervision of clinical experience, there shall be a maximum of 15 students for each instructor."

The program's Board – approved faculty totals seventeen (17), including the program director. Of the total faculty, seventeen (17) are approved to teach in the clinical area.

Based on a maximum enrollment of 137 students, ten (10) instructors are needed. Therefore, the number of faculty is adequate for the current and proposed enrollment.

Section 2534(b) of the Vocational Nursing Rules and Regulations states:

“Schools shall have clinical facilities adequate as to number, type, and variety of patients treated, to provide clinical experience for all students in the areas specified by Section 2533. There must be available for student assignment, an adequate daily census of patients to afford a variety of clinical experiences consistent with competency-based objectives and theory being taught.”

The program's clinical facilities are adequate as to type and variety of patients treated to enable current and proposed students to meet clinical objectives in accordance with Section 2534(b) of the Vocational Nursing Rules and Regulations. This information was verified by the consultant.

### **Other Considerations**

Examination statistics furnished by the Pearson Vue and published by the National Council of State Boards of Nursing as “Jurisdictional Summary of All First – Time Candidates Educated in Member Board Jurisdiction,” substantiates that Community Based Education and Development College Vocational Nursing Program has failed to achieve an annual average pass rate on the NCLEX-PN® that is within ten (10) percentage points of the state average annual pass rate.

On December 12, 2008, the program submitted a plan for improving program pass rates. As specified therein, the following interventions were implemented.

- **Curriculum.** The number of theory hours was increased from 582 to 600 hours. The sequence of content was revised to better ensure students' progressive mastery of content. Critical thinking was integrated throughout the curriculum.
- **Instructional Methods and Materials.** Presentations on critical thinking were added to faculty meetings. Instructors were required to implement role-play, case studies, and other methodologies into theory presentations to enhance student comprehension.

**On August 10, 2009, the current program director was approved.**

On February 24, 2010, the consultant notified the program that its average annual pass rate had fallen below 10 percentage points of the state average annual pass rate for the past eight (8) quarters. The program was requested to complete an analysis of all program elements and submit a written plan for improving their NCLEX-PN® pass rates. That plan was received April 14, 2010 with a revision submitted April 28, 2010.

As presented therein, the program's report addressed the following areas.

- **Revised Admission Criteria.**

The program has revised its Admission Criteria. Effective with the next class, applicants for program admission were required to meet the following criteria.

1. No less than 18 years of age.
2. High school graduation or equivalent thereof.
3. Complete the Assessment Technologies Institute (ATI) – CPAt with a minimum score of 40%.

➤ **Revised Curriculum.**

The director reported an analysis of the modular curriculum. Based thereon, the sequence of theory content in Module 1 was revised to include a foundation of Anatomy and Physiology.

➤ **Revised Grading Policy.**

Students are required to achieve a minimum score of 80% on all examinations. Additionally, a minimum grade point average of 80% is required.

➤ **Improved Identification of Students with Performance Deficits.**

The program requires all students to complete a comprehensive final examination per module with a minimum score of 80%. Additionally, students are required to complete the following ATI Level Examinations.

1. Fundamentals of Nursing Practice.
2. Mental Health Nursing Practice.
3. Pharmacology of Nursing Practice.
4. Nutrition for Nursing.
5. Adult Medical – Surgical Nursing.
6. Maternal – Newborn Nursing.
7. Nursing Care of Children.
8. Leadership and Management for Nursing Practice.

While the program does not require a minimum score on the ATI Level Examinations for class progression, the information is used to assess students' grasp of critical nursing concepts.

➤ **Improved Monitoring of Student Academic Progress.**

The director reports the development of an academic improvement program whereby students are provided early intervention for academic deficits. As presented, the program begins with a student's failure of any subject examination. The instructor and student develop an intensive remediation program with counseling, tutorials, and reevaluation.

**On May 20, 2010, the Board placed the program on provisional accreditation for the one – year period from May 20, 2010, through May 31, 2011.** Additionally, the program was required to comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board's regulations, commencing at California Code of Regulations, title 16,

section 2525. The Board denied the program's request to admit 30 students commencing August 2, 2010, to replace students completing program requirements July 25, 2010. The program was required to admit no further classes without prior Board approval. **At that time, the program's average annual pass rate was 31%, 42 percentage points below the state average annual pass rate.** (See Attachment A)

On June 11, 2010, the program submitted electronic correspondence requesting approval to admit students to replace the class graduating July 25, 2010.

On June 22, 2010, the Board forwarded correspondence notifying the program of specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the Vocational Nursing Rules and Regulations. (See Attachment B)

On September 16, 2010, the Board denied the Community Based Education & Development College Vocational Nursing Program's request to admit 30 students commencing August 9, 2010, to **replace** students completing program requirements July 25, 2010. The Board approved the program's admission of 15 students on November 2, 2010, with a projected graduation of March 26, 2012. (See Attachment C)

On September 28, 2010, the Board forwarded correspondence to the director relative to decisions rendered at the September 16, 2010 Board meeting. (See Attachment D)

On January 18, 2011, the Board received the program's electronic correspondence and supporting documents requesting approval to admit a new class on March 7, 2011. (See Attachment E)

On February 14, 2011, the SNEC spoke with the director relative to clarification as to the absence of the program's request on the agenda for the February 25, 2011, Board meeting. The director was informed that reconsideration of the program's provisional accreditation status was scheduled for Board consideration at the May 20, 2011 meeting.

On February 28, 2011, the Board received the program's follow – up report. (See Attachment F)

As specialized therein, the program reported implementation of the following changes:

**A. Revised Screening and Selection Criteria.**

The director reported revision of the program's Screening and Selection Criteria relative to the Assessment Technologies Institute (ATI) – CPAt. Candidates for program admission are required to achieve the following minimum scores.

Content Category	Prior Required Minimum Score	New Minimum Score
Reading	43	50
Language Usage	42	50
Numerical skills	41	50

## B. Utilization of New Assessment Tests.

The director reported students are required to complete ATI Assessment Tests at the conclusion of each module. As presented, the results assist in monitoring student progress.

On April 4, 2011, the SNEC discussed with the director the program's request for approval to admit a new class. The SNEC confirmed that the request was scheduled for consideration by the Board at the May 20, 2011 meeting. The director was requested to forward the program's plan for admission of future classes during 2011 and 2012.

On April 6, 2011, the Board received electronic correspondence from the director relative to the status of the program and the admission of future classes. (See Attachment G)

On April 8, 2011, the SNEC confirmed the program's current faculty with the director. A violation of existing regulations relative to the program's failure to notify the Board of the termination of faculty was identified and communicated to the director. The director was requested to submit correspondence addressing the violation and the program's correction. Subsequently, the Board received program correspondence relative to correction of the identified violation. (See Attachment H)

The following table summarizes the program's performance statistics since placement on provisional accreditation.

NCLEX-PN® Licensure Examination Data						
Quarterly Statistics					Annual Statistics*	
Quarter	# Candidates	# Passed	% Passed	State Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate
Oct – Dec 2009	20	6	30%	75%	31%	72%
Jan – Mar 2010	26	10	38%	76%	33%	74%
Apr – Jun 2010	27	10	37%	74%	33%	75%
Jul – Sep 2010	32	17	53%	76%	41%	75%
Oct – Dec 2010	22	9	41%	77%	43%	76%
Jan – Mar 2011	31	18	58%	80%	48%	77%
*The Annual Pass Rate changes every quarter. It is calculated by dividing the number of candidates who passed during the current and previous three-quarters by the number of candidates who tested during the same period. If no data is available for the relevant period, the statistic is carried over from the last quarter for which data is available.						

Program performance statistics specify that 138 program candidates completed the NCLEX-PN® during the period January 2010 through March 2011. Of the total tested, 64 program candidates passed the NCLEX-PN®, for an average **annual** pass rate of 46%; 74 candidates failed (54%).

In summary, the program has failed to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate for the past fourteen (14) consecutive quarters. Data available for the most recent period (January – March 2011) substantiates that the program's average annual pass rate of **48%** is **29** percentage



points **below** the state average annual pass rate. **However, it must also be noted that the program's average annual pass rate has improved from 31% to 48%, an improvement of 17 percentage points, during its one – year provisional accreditation.**

On April 18, 2011, the Supervising Nursing Education Consultant sent correspondence to the director requesting the submission of documents for Board presentation (see Attachment I).

Based on submitted information and the performance of program graduates on the NCLEX-PN® from October 2007 through March 2011, the following violations are identified.

**Section 2527 (b) of the California Code of Regulations states:**

**“A school shall report to the Board within ten days of the termination of a faculty member.”**

**Violation #1:** Board records confirm that the program failed to submit notification of faculty terminations within the time prescribed by regulation.

**Correction:** This violation has been **corrected**. On April 8, 2011, the Board received electronic correspondence from the director acknowledging the violation. The director confirmed implementation of procedures to ensure Board notification within ten (10) days of faculty termination in the future.

**Section 2530(I) of the California Code of Regulations states:**

**“The program shall maintain a yearly average minimum pass rate on the licensure examination that does not fall below 10 percentage points of the state average pass rate for first time candidates of accredited vocational nursing schools for the same period.**

**(1) Failure to maintain the required yearly average minimum pass rate for two years or eight consecutive quarters may be cause to place a program on provisional accreditation.”**

**Violation #2:** The program's average annual pass rate has been more than ten (10) percentage points below the state average annual pass rate for thirteen (13) consecutive quarters.

**Plan of Correction:** This violation is **not corrected**. The violation will be corrected when the program's pass rates improve consistent with regulatory requirements.

**Recommendations:**

1. Extend provisional accreditation of the Community Based Education & Development College Vocational Nursing Program for the one-year period from June 1, 2011

through May 31, 2012, and issue a notice to the program to identify specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations (see Attachment J).

2. Require the program to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate for four (4) consecutive quarters by **May 31, 2012**.
3. Approve the program's request to admit 30 students into the non – degree class commencing May 23, 2011, graduating August 24, 2012, only, to **replace** students who graduated March 27, 2011.
4. Approve the program's request to admit 15 students into the degree – class on June 6, 2011, with a projected graduation of September 12, 2012.
5. Deny approval of the program's request to admit a class of 30 students into the non – degree class commencing August 8, 2011, with a projected graduation of November 14, 2012.
6. Continue to require the program to obtain approval by the Board prior to admission of each class.
7. Require the program to continue demonstration of progress in improvement of its pass rates on the NCLEX/PN®.
8. Require the program to submit a follow-up report in 9 months, but no later than **February 1, 2012**. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effect of employed interventions. The following elements must be addressed in the analysis:
  - a. Current Student Enrollment.
  - b. Admission Criteria.
  - c. Screening and Selection Criteria.
  - d. Terminal Objectives.
  - e. Curriculum Objectives.
  - f. Instructional Plan.
  - g. Theory and Clinical Objectives for Each Course.
  - h. Lesson Plans for Each Course.
  - i. Textbooks.
  - j. Attendance Policy.
  - k. Remediation Policy.
  - l. Evaluations of Theory and Clinical Faculty.
  - m. Evaluations of Theory Presentations.
  - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
  - o. Evaluation of Student Achievement.

9. Require the program to comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board's regulations, commencing at California Code of Regulations, title 16, section 2526.
10. Place the program on the May 2012 Board Meeting agenda for reconsideration of provisional accreditation.

**Rationale:** The program has failed to bring its average annual pass rate to no more than ten (10) percentage points below the State average annual pass rate for 14 consecutive quarters. However, it must be noted that the program's performance statistics evidence an improvement of 17 percentage points while on provisional accreditation. Such improvement supports the recommendations to extend the program's provisional accreditation for one (1) year and approval of the program's admission of additional students.

By May 2012, the program will have four (4) additional quarters to demonstrate compliance.

Attachment A: Board Report Dated May 4, 2010.

Attachment B: Notification of Change in Accreditation Status Dated June 22, 2010.

Attachment C: Board Report Dated September 1, 2010.

Attachment D: Board Correspondence Dated September 28, 2010.

Attachment E: Program Electronic Correspondence Dated January 18, 2011.

Attachment F: Program Report Dated February 15, 2011; Received February 28, 2011.

Attachment G: Program Electronic Correspondence Dated April 6, 2011.

Attachment H: Program Electronic Correspondence Dated April 8, 2011.

Attachment I: Board Correspondence Dated April 18, 2011.

Attachment J: Notification of Change in Accreditation Status Draft.

# Agenda Item #13.C.Attachment A



STATE AND CONSUMER SERVICES AGENCY • ARNOLD SCHWARZENEGGER, GOVERNOR  
**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945  
Phone (916) 263-7800 Fax (916) 263-7859 | Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



DATE: May 4, 2010

TO: Board Members

FROM: Cheryl C. Anderson, M.S., R. N.  
Supervising Nursing Education Consultant

SUBJECT: Community Based Education & Development College Vocational Nursing Program – Consideration of Placement on Provisional Accreditation  
(Director: Alice Sorrell – Thompson, Los Angeles, Los Angeles County, Private)

Community Based Education & Development College Vocational Nursing Program is presented to the Board for consideration of placement on provisional accreditation.

In accordance with Section 2526.1(c) of the Vocational Nursing Rules and Regulations,

“The Board may place any program on provisional accreditation when a program does not meet all requirements as set forth in this chapter and in Section 2526...”

Section 2530(l) of the Vocational Nursing Rules and Regulations states:

“The program shall maintain a yearly average minimum pass rate on the licensure examination that does not fall below 10 percentage points of the state average pass rate for first time candidates of accredited vocational nursing schools for the same period.

(1) Failure to maintain the required yearly average minimum pass rate for two years or eight consecutive quarters may be cause to place a program on provisional accreditation.”

The following table shows the variance of the program's average annual pass rates from the state average annual pass rates of first time graduates of accredited vocational nursing programs for the past nine (9) quarters. This data substantiates the program's noncompliance with Section 2530(l) of the Vocational Nursing Rules and Regulations.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Oct – Dec 2007	76%	63%	- 13
Jan – Mar 2008	75%	64%	- 11
Apr – Jun 2008	74%	51%	- 23
Jul – Sep 2008	74%	52%	- 22
Oct – Dec 2008	73%	46%	- 27
Jan – Mar 2009	72%	38%	- 34
Apr – Jun 2009	70%	39%	-31
Jul – Sep 2009	72%	32%	- 40
Oct – Dec 2009	73%	31%	- 42

The program requests Board approval to admit a class of 30 students commencing August 2, 2010, with a projected graduation of November 21, 2011. The proposed class would **replace** students completing program requirements July 25, 2010.

### History of Prior Board Actions

- On September 10, 2004, the Executive Officer approved the Community Based Education and Development College's request to begin a vocational nursing program with an initial full – time class of 30 students on October 4, 2004, only; and approved the program curriculum for 1560 hours, including 582 theory and 978 clinical hours.
- **On February 8, 2005, a new program director was approved.**
- On March 24, 2005, the director notified the Board that commencement of the initial class had been delayed from October 4, 2004, to May 2, 2005, with a completion date of June 29, 2006.
- On February 7, 2006, the director notified the Board that the completion date for the initial class was changed to July 20, 2006.
- On May 12, 2006, the Executive Officer approved initial full accreditation for the Community Based Education and Development College Vocational Nursing Program for the period May 12, 2006, through May 11, 2010, and issued a certificate accordingly.

Additionally, the Executive Officer approved the program's request to admit 60 students starting July 31, 2006, to replace students graduating July 20, 2006, only thereby increasing class size from 30 to 60 students per class. The projected completion date for the replacement class is September 28, 2007.

- On January 9, 2007, the Executive Officer approved the program's request to admit 60 students into a full – time class commencing January 15, 2007, with a projected completion date of March 21, 2008.
- On April 10, 2008, the Executive Officer approved the program's request to admit 10 students into a full-time class beginning on May 5, 2008, with a projected graduation date of August 18, 2009, thereby increasing frequency of admissions.
- On March 18, 2009, the program was notified that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for the past four (4) quarters. The program was requested to submit a written plan for improving their NCLEX-PN® pass rates by April 2, 2009.
- On May 14, 2009, the program was notified that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for the past five (5) quarters.
- **On August 10, 2009, a new program director was approved.**
- On July 16, 2009, the program was notified that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for the past six (6) quarters. The program was requested to submit documentation that verified that the elements of its plan of correction were being carried out and the effects of the employed interventions
- On September 8, 2009, the program was notified that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for the past seven (7) quarters.
- On February 24, 2010, the program was notified that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for the past eight (8) quarters.

### **Enrollment**

Currently, the program requires prior Board approval for the admission of each class. The program offers a 63 – week full – time class of instruction, successful completion resulting in issuance of a diploma. Additionally, the program offers a 74 – week full – time class of instruction, successful completion resulting in an Associate of Arts degree. The pattern of admissions for current and proposed classes is seen in the enrollment table below.

The following table represents **projected** student enrollment based on current and proposed class starts and completions. The table indicates **a maximum enrollment of 140 students** from **April 2009 through August 2010**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
4/09 (Unapproved - D)		40	30	<b>30</b>
8/09 (Unapproved - D)		33	30	30 + 30 = <b>60</b>
10/09 (Unapproved – AA)		9	7	60 + 7 = <b>67</b>
11/09 (Unapproved - D)		40	38	67 + 38 = <b>105</b>
4/10 (Unapproved - D)		35	35	105 + 35 = <b>140</b>
	7/10 (4/09 Class)		-30	140 - 30 = <b>110</b>
8/10 (Proposed - D)			30	110 + 30 = <b>140</b>

### Licensing Examination Statistics

The following statistics, furnished by Pearson VUE, and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction," for the period October 2007 through December 2009, specify the pass percentage rates for graduates of Community Based Education & Development College Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®).

NCLEX-PN® Licensure Examination Data						
Quarterly Statistics					Annual Statistics*	
Quarter	# Candidates	# Passed	% Passed	State Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate
Oct - Dec 2007	1	1	100%	76%	63%	76%
Jan - Mar 2008	23	14	61%	75%	64%	75%
Apr - June 2008	11	3	27%	70%	51%	74%
July - Sep 2008	27	14	52%	74%	52%	74%
Oct – Dec 2008	21	7	33%	73%	46%	73%
Jan – Mar 2009	23	7	30%	70%	38%	72%
Apr – Jun 2009	21	8	38%	71%	39%	70%
July - Sep 2009	23	6	26%	74%	32%	72%
Oct – Dec 2009	20	6	30%	76%	31%	73%

\*The Annual Pass Rate changes every quarter. It is calculated by dividing the number of candidates who passed during the current and previous three quarters by the number of candidates who tested during the same period.

Based on the most recent data available (October – December 2009), the program's average annual pass rate is 31%. The California average annual pass rate for graduates from accredited vocational nursing programs who took the NCLEX-PN® for the first time during the same period is 73%. The pass rate for the Community Based Education & Development College Vocational Nursing Program is 42 percentage points **below** the state average annual pass rate.

### **Faculty and Facilities**

Section 2534(d) of the Vocational Nursing Rules and Regulations states:

"For supervision of clinical experience, there shall be a maximum of 15 students for each instructor."

The total number of Board-approved faculty is seventeen (17), including the program director. Thirteen (13) instructors are available to teach in the clinical area. Based on a maximum enrollment of 140 students, ten (10) instructors are needed. Therefore, the number of faculty is adequate for the current and proposed enrollment.

Section 2534(b) of the Vocational Nursing Rules and Regulations states:

"Schools shall have clinical facilities adequate as to number, type, and variety of patients treated, to provide clinical experience for all students in the areas specified by Section 2533. There must be available for student assignment, an adequate daily census of patients to afford a variety of clinical experiences consistent with competency-based objectives and theory being taught."

The program's clinical facilities are adequate as to type and variety of patients treated to enable current and proposed students to meet clinical objectives in accordance with Section 2534(b) of the Vocational Nursing Rules and Regulations. This information was verified by the consultant.

### **Other Considerations**

As noted above, the program's average annual pass rate on the NCLEX-PN® is 42 percentage points below the state average annual pass rate. On December 12, 2008, the program submitted a plan for improving program pass rates.

As specified therein, the following interventions were implemented.

1. **Curriculum.** The number of theory hours was increased from 582 to 600 hours. The sequence of content was revised to better ensure students' progressive mastery of content. Critical thinking was integrated throughout the curriculum.



2. **Instructional Methods and Materials.** Presentations on critical thinking were added to faculty meetings. Instructors were required to implement role-play, case studies, and other methodologies into theory presentations to enhance student comprehension.

**On August 10, 2009, the current program director was approved.**

On February 24, 2010, the consultant notified the program that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for the past eight (8) quarters. The program was requested to complete an analysis of all program elements and submit a written plan for improving their NCLEX-PN® pass rates. That plan was received April 14, 2010 with a revision submitted April 28, 2010 (see Attachment A).

As presented therein, the program's report addressed the following areas.

**A. Revised Admission Criteria.**

The program has revised its Admission Criteria. Effective with the next class, applicants for program admission will be required to meet the following criteria.

1. No less than 18 years of age.
2. High school graduation or equivalent thereof.
3. Complete the Assessment Technologies Institute (ATI) – CPAt with a minimum score of 40%.

**B. Revised Curriculum.**

The director is completing a thorough analysis of the modular curriculum. To date, the analysis of Module I has been completed. Based thereon, the sequence of theory content has been revised to include a foundation of Anatomy and Physiology. Revision of the remaining modules is in progress.

**C. Revised Grading Policy.**

Students are required to achieve a minimum score of 80% on all examinations. Additionally, a minimum grade point average of 80% is required.

**D. Improved Identification of Students with Performance Deficits.**

The program requires all students to complete a comprehensive final examination per module with a minimum score of 80%. Additionally, students are required to complete the following ATI Level Examinations.

1. Fundamentals of Nursing Practice.
2. Mental Health Nursing Practice.

3. Pharmacology of Nursing Practice.
4. Nutrition for Nursing.
5. Adult Medical – Surgical Nursing.
6. Maternal – Newborn Nursing.
7. Nursing Care of Children.
8. Leadership and Management for Nursing Practice.

While the program does not require a minimum score on the ATI Level Examinations for class progression, the information is used to assess students' grasp of critical nursing concepts.

#### **E. Improved Monitoring of Student Academic Progress.**

The director reports the development of an academic improvement program whereby students are provided early intervention for academic deficits. As presented, the program begins with a student's failure of any subject examination. The instructor and student develop an intensive remediation program with counseling, tutorials, and reevaluation.

Based on submitted information and the performance of program graduates on the NCLEX-PN® from October 2007 through December 2009, the following violations of the California Rules and Regulations are identified.

#### **Section 2530 (k) states:**

**“The program shall have prior Board approval to increase the number of students per class and/or increase the frequency of admission of classes. Criteria to evaluate a school's request to increase the number of students per class and/or increase the frequency of class admissions include but are not limited to:**

- (1) Sufficient program resources as specified in section 2530 (a).**
- (2) Adequacy of clinical experience as specified in section 2534.**
- (3) Licensure examination pass rates as specified in section 2530 (l).**

**Violation #1:** From November 2008 through April 2010, the program admitted six (6) classes without prior Board approval.

**Correction:** The assigned consultant informed the current director that the program was in violation of existing regulations in that prior Board approval had not been obtained for commencement of six (6) previous classes. The director stated her understanding that all prior classes had prior Board approval; however, the program was unable to submit correspondence to substantiate such approval. Board records **do not** confirm approval of class admissions after April 10, 2008.

On April 26, 2010, the director submitted correspondence requesting the admission of 30 students commencing August 2, 2010, to **replace** the class completing program requirements July 25, 2010. That class is projected to graduate November 21, 2011.

**Section 2530(l) states:**

**“The program shall maintain a yearly average minimum pass rate on the licensure examination that does not fall below 10 percentage points of the state average pass rate for first time candidates of accredited vocational nursing schools for the same period.**

**(1) Failure to maintain the required yearly average minimum pass rate for two years or eight consecutive quarters may be cause to place a program on provisional accreditation.”**

**Violation #2:** The program’s average annual pass rate has been more than ten (10) percentage points below the state average annual pass rate for nine (9) consecutive quarters.

**Plan of Correction:** This violation is **not corrected**. The violation will be corrected when the program’s pass rates improve consistent with regulatory requirements.

**Recommendations:**

1. Place Community Based Education & Development College Vocational Nursing Program on provisional accreditation for the one-year period from May 20, 2010, through May 31, 2011, and issue a notice to the program to identify specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations (see Attachment B Draft).
2. Require the program to show documented progress by submitting a follow-up report in ten (10) months. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for expected results, and the effectiveness of corrective actions taken to address the following elements:
  - a. Current Student Enrollment.
  - b. Admission Criteria.
  - c. Screening and Selection Criteria.
  - d. Terminal Objectives.
  - e. Curriculum Objectives.
  - f. Instructional Plan.
  - g. Theory and Clinical Objectives for Each Course.
  - h. Lesson Plans for Each Course.
  - i. Textbooks.

- j. Attendance Policy.
  - k. Remediation Policy.
  - l. Evaluations of Theory and Clinical Faculty.
  - m. Evaluations of Theory Presentations.
  - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
  - o. Evaluation of Student Achievement.
3. Require the program to comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board's regulations, commencing at California Code of Regulations, title 16, section 2525.

**Rationale:** The Board has serious concerns relative to the program's non-compliance with regulations relative to pass rate on the NCLEX-PN® for the last eight (8) quarters. During that time, 170 program graduates have completed the NCLEX-PN®. Of the total tested, 60 (35.29%) program graduates have passed the licensure examination.

4. Deny the program's request to admit 30 students commencing August 2, 2010, to replace students completing program requirements July 25, 2010.

**Rationale:** The Board has serious concerns relative to the program's non – compliance with regulations relative to the admission of classes without prior Board approval. Given the program's low average annual pass rates, denial of the proposed class admissions will allow the program to complete a total analysis and implement corrective interventions to enhance student achievement.

5. The program shall admit no further classes without prior Board approval.

Attachment A – Program correspondence received April 26, 2010.

Attachment B – Notice of Change in Accreditation Status Draft.

# Agenda Item #13.C.Attachment B



STATE AND CONSUMER SERVICES AGENCY • ARNOLD SCHWARZENEGGER, GOVERNOR

## BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS

2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945

Phone (916) 263-7800 Fax (916) 263-7866 | Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



June 22, 2010

Alice L. Sorrell – Thompson, M.B.A., R.N.  
Vocational Nursing Program  
Community Based Education and Development College  
5724 West 3<sup>rd</sup> Street, Third Floor  
Los Angeles, CA 90036

### ***Subject: Notice of Change in Accreditation Status***

Dear Ms. Sorell - Thompson:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on May 20, 2010, the status of the Community Based Education & Development College Vocational Nursing Program has been changed from full accreditation to provisional accreditation for the for the one-year period from May 20, 2010, through May 31, 2011. Please sign and return the enclosed "Acknowledgement of Change in Accreditation Status" form by **Wednesday, June 30, 2010**.

### **AREAS OF NON-COMPLIANCE [VIOLATION(S)]**

In accordance with Section 2526.1(c) of title 16 of the California Code of Regulations,

"The Board may place any program on provisional accreditation when that program does not meet all requirements as set forth in this chapter and in Section 2526..."

1. The program failed to comply with Section 2530 (k) of the California Code of Regulations in that six (6) classes were admitted without prior Board approval from November 2008 through April 2010.
2. The program failed to comply with Section 2530 (l) of the California Code of Regulations in that it failed to maintain an average annual pass rate on the licensure examination that was no more than ten (10) percentage points below the state average annual pass rate for first time candidates of accredited vocational nursing schools for the same period..

The program pass rates of the Community Based Education and Development College Vocational Nursing Program for the past nine (9) quarters are set forth in the following table.

Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate
Oct – Dec 2007	76%	63%
Jan – Mar 2008	75%	64%
Apr – Jun 2008	74%	51%
Jul – Sep 2008	74%	52%
Oct – Dec 2008	73%	46%
Jan – Mar 2009	72%	38%
Apr – June 2009	70%	39%
Jul – Sep 2009	72%	32%
Oct – Dec 2009	73%	31%

Based on this data, the program failed to meet the annual average pass rate requirement.

### **REQUIRED CORRECTION(S)**

1. The Community Based Education and Development Vocational Nursing Program shall admit classes with prior Board approval only.
2. The program must bring its licensure examination annual average pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by **May 31, 2011**.
3. The program must show documented progress by submitting a follow-up report in ten (10) months, but no later than **February 15, 2011**. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for expected results, and the effectiveness of corrective actions taken to address the following elements:
  - a. Current Student Enrollment.
  - b. Admission Criteria.
  - c. Screening and Selection Criteria.
  - d. Terminal Objectives.
  - e. Curriculum Objectives.
  - f. Instructional Plan.
  - g. Theory and Clinical Objectives for Each Course.
  - h. Lesson Plans for Each Course.
  - i. Textbooks.
  - j. Attendance Policy.
  - k. Remediation Policy.
  - l. Evaluations of Theory and Clinical Faculty.
  - m. Evaluations of Theory Presentations.
  - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
  - o. Evaluation of Student Achievement.
4. The program must comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code

section 2880, and article 5 of the Board's regulations, commencing at California Code of Regulations, title 16, section 2525.

Failure to take these corrective actions may cause the Board to revoke the program's accreditation. In the event additional violations of the accreditation standards are identified, such violations may result in further corrective action or revocation of provisional accreditation.

### **FUTURE BOARD ACTION**

Your program will be placed on the **May 2011** Board meeting agenda for reconsideration of your accreditation status. The nursing education consultant assigned to your program will ask you to submit documentation of the correction of your violation(s) by the fifteenth day of the second month prior to that Board meeting.

### **OTHER IMPORTANT INFORMATION**

Please be advised that, pursuant to the Board's regulations, the program will not be authorized to admit new classes beyond the established pattern of admissions previously approved by the Board. The established pattern of admissions approved by the Board is as follows: **Board approval is required prior to the admission of each class.**

In the event your program is required to submit any report(s) as a corrective action pursuant to this notice, such reports are required in addition to any other reports required pursuant to 2527 of the Board's regulations.

The program may no longer advertise that it has full accreditation, and should take steps to correct any ongoing advertisements or publications in that regard.

A copy of title 16, California Code of Regulations, section 2526.1, regarding provisional accreditation is attached for your reference. A complete copy of the Board's laws and regulations can be found on the Board's web site at [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov).

Should you have questions, please do not hesitate to contact the Board.

Sincerely,

**TERESA BELLO-JONES, J.D., M.S.N., R.N.**  
Executive Officer

cca

Enclosure

cc: Board Members

## Agenda Item #13.C.Attachment C



STATE AND CONSUMER SERVICES AGENCY • ARNOLD SCHWARZENEGGER, GOVERNOR

### BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS

2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945

Phone (916) 263-7800 Fax (916) 263-7859 | Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



DATE: September 1, 2010

TO: Board Members

FROM: Cheryl C. Anderson, M.S., R. N.  
Supervising Nursing Education Consultant

SUBJECT: Community Based Education & Development College Vocational Nursing Program – Consideration of Request to Admit Students  
(Director: Alice Sorrell – Thompson, Los Angeles, Los Angeles County, Private)

On May 20, 2010, the Board placed the Community Based Education & Development College Vocational Nursing Program on provisional accreditation for the one-year period from May 20, 2010, through May 31, 2010. Additionally, the Board denied the program's request to admit 30 students commencing August 2, 2010, to replace students completing program requirements July 25, 2010. The program was required to admit no further classes without prior Board approval. The Board took that action due to the program's noncompliance with Section 2530 (l) of the Vocational Nursing Rules and Regulations.

On June 11, 2010, the program requested approval to admit new students. The Executive Officer deferred action on the program's request for consideration by the Board at the September 16, 2010 Board meeting. That action was based on the program's pass rate statistics and previous Board action to deny students with a 33% pass rate. The consultant notified the director of the decision per telephone.

The program requests approval to admit a full – time class of 30 students commencing August 9, 2010 only, to **replace** students completing course requirements on July 25, 2010. The proposed class is projected to complete program requirements November 12, 2011.

### History of Prior Board Actions

- On September 10, 2004, the Executive Officer approved the Community Based Education and Development College's request to begin a vocational nursing program with an initial full – time class of 30 students on October 4, 2004, only; and approved the program curriculum for 1560 hours, including 582 theory and 978 clinical hours.
- On February 8, 2005, a new program director was approved.



- On March 24, 2005, the director notified the Board that commencement of the initial class had been delayed from October 4, 2004, to May 2, 2005, with a completion date of June 29, 2006.
- On February 7, 2006, the director notified the Board that the completion date for the initial class was changed to July 20, 2006.
- On May 12, 2006, the Executive Officer approved initial full accreditation for the Community Based Education and Development College Vocational Nursing Program for the period May 12, 2006, through May 11, 2010, and issued a certificate accordingly.

Additionally, the Executive Officer approved the program's request to admit 60 students starting July 31, 2006, to replace students graduating July 20, 2006, only thereby increasing class size from 30 to 60 students per class. The projected completion date for the replacement class is September 28, 2007.

- On January 9, 2007, the Executive Officer approved the program's request to admit 60 students into a full – time class commencing January 15, 2007, with a projected completion date of March 21, 2008.
- On April 10, 2008, the Executive Officer approved the program's request to admit 10 students into a full-time class beginning on May 5, 2008, with a projected graduation date of August 18, 2009, thereby increasing frequency of admissions.
- On March 18, 2009, the program was notified that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for the past four (4) quarters. The program was requested to submit a written plan for improving their NCLEX-PN® pass rates by April 2, 2009.
- On May 14, 2009, the program was notified that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for the past five (5) quarters.
- On July 16, 2009, the program was notified that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for the past six (6) quarters. The program was requested to submit documentation that verified that the elements of its plan of correction were being carried out and the effects of the employed interventions.
- **On August 10, 2009, a new program director was approved.**
- On September 8, 2009, the program was notified that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for the past seven (7) quarters.
- On February 24, 2010, the program was notified that its annual average pass rate had fallen below 10 percentage points of the state annual average pass rate for the past eight (8) quarters.

- On April 26, 2010, the assigned consultant contacted the director relative to the admission of five (5) classes without prior Board approval.
- On April 27, 2010, the Board received electronic correspondence from the director relative to the program's understanding that ongoing admissions had been approved.
- On May 14, 2010, the Board received electronic correspondence from the director alleging approval by a prior consultant. A copy of a Board report dated April 10, 2008 was attached. The Board's official report dated April 10, 2010 does not reflect the same information as submitted by the director.
- On May 20, 2010, the Board placed the program on provisional accreditation for the one-year period from May 20, 2010, through May 31, 2011, and issued a notice to the program to identify specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the California Code of Regulations; required the program to show documented progress by submitting a follow-up report in ten (10) months to include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for expected results, and the effectiveness of corrective actions taken to address the following elements:
  - a. Current Student Enrollment.
  - b. Admission Criteria.
  - c. Screening and Selection Criteria.
  - d. Terminal Objectives.
  - e. Curriculum Objectives.
  - f. Instructional Plan.
  - g. Theory and Clinical Objectives for Each Course.
  - h. Lesson Plans for Each Course.
  - i. Textbooks.
  - j. Attendance Policy.
  - k. Remediation Policy.
  - l. Evaluations of Theory and Clinical Faculty.
  - m. Evaluations of Theory Presentations.
  - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
  - o. Evaluation of Student Achievement.

Additionally, the program is required to program to comply with all accreditation standards in article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and article 5 of the Board's regulations, commencing at California Code of Regulations, title 16, section 2525.

The Board denied the program's request to admit 30 students commencing August 2, 2010, to replace students completing program requirements July 25, 2010. The program was required to admit no further classes without prior Board approval.

- On June 11, 2010, the program submitted electronic correspondence requesting approval to admit students to replace the class graduating July 25, 2010.

- On June 22, 2010, the Board forwarded correspondence notifying the program of specific areas of noncompliance and requirements for correction as referenced in Section 2526.1 (e) of the Vocational Nursing Rules and Regulations.
- On July 12, 2010, the Board received correspondence from the program with a copy of program correspondence dated June 10, 2010, current and projected enrollment information, information relative to faculty: student assignments, clinical rotations, and a FedEx shipment travel history.
- On July 28, 2010, the Board received notification per telephone that the program had mailed documents to the residence of President Vertido, stating the school had been unable to find another mailing address for the Board.
- On July 30, 2010, the Board received program correspondence dated July 26, 2010, sent to the residence of President Vertido, relative to a request to admit students July 26, 2010.
- On August 3, 2010, the director notified the Board that the number of students requested had been reduced to 30.
- On August 6, 2010, the Executive Officer deferred action on the program's request to admit students to the Board for consideration at the September 16, 2010 meeting. This decision was based on the program's pass rate statistics and previous Board action to deny students with a 33% pass rate. The consultant notified the director of the decision per telephone.
- On August 6, 2010, the Executive Officer was notified that the program administration had contacted President Vertido at his residence regarding the program's placement on the September 2010 agenda.
- On August 13, 2010, the Board forwarded correspondence to the director relative to contact with Board members.
- On August 19, 2010, the Board's legal counsel and the Supervising Nursing Education Consultant conducted a conference call with the program director, school DOE, and the school's legal counsel. The purpose of the call was to clarify the program's request for documents and achieve resolution.

### **Enrollment**

Currently, the program requires prior Board approval for the admission of each class. The program offers a 63 – week full – time class of instruction, successful completion resulting in issuance of a diploma. Additionally, the program offers a 74 – week full – time class of instruction, successful completion resulting in an Associate of Arts degree. The pattern of admissions for current and proposed classes is seen in the enrollment table below.

The following table represents **projected** student enrollment based on current and proposed class starts and completions. The table indicates **a maximum enrollment of 136 students** from **April 2009 through August 2010**.

ENROLLMENT DATA				
CLASS DATES		#Students Admitted	#Students Current or Completed	Total Enrolled
Start	Complete			
4/09 (Unapproved - D)		40	32	<b>32</b>
8/09 (Unapproved - D)		37	33	32 + 33 = <b>65</b>
10/09 (Unapproved – AA)		9	8	65 + 8 = <b>73</b>
11/09 (Unapproved - D)		40	39	73 + 39 = <b>112</b>
4/10 (Unapproved - D)		35	24	112 + 24 = <b>136</b>
	7/10 (4/09 Class)		-30	136 - 30 = <b>106</b>
8/10 (Proposed - D)		30		106 + 30 = <b>136</b>

### Licensing Examination Statistics

The following statistics, furnished by Pearson VUE, and published by the National Council of State Boards of Nursing as "Jurisdictional Summary of All First-Time Candidates Educated in Member Board Jurisdiction," for the period October 2007 through March 2010, specify the pass percentage rates for graduates of Community Based Education & Development College Vocational Nursing Program on the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®).

NCLEX-PN® Licensure Examination Data						
Quarterly Statistics					Annual Statistics*	
Quarter	# Candidates	# Passed	% Passed	State Average Quarterly Pass Rate	Program Average Annual Pass Rate	State Average Annual Pass Rate
Oct - Dec 2007	1	1	100%	76%	63%	76%
Jan - Mar 2008	23	14	61%	75%	64%	75%
Apr - June 2008	11	3	27%	70%	51%	74%
July - Sep 2008	27	14	52%	74%	52%	74%
Oct – Dec 2008	21	7	33%	73%	46%	73%
Jan – Mar 2009	23	7	30%	70%	38%	72%
Apr – Jun 2009	21	8	38%	71%	39%	70%
July - Sep 2009	23	6	26%	74%	32%	72%
Oct – Dec 2009	20	6	30%	76%	31%	73%
Jan – Mar 2010	26	10	38%	76%	33%	74%
Apr – Jun 2010	27	10	37%	74%	33%	75%

\*The Annual Pass Rate changes every quarter. It is calculated by dividing the number of candidates who passed during the current and previous three quarters by the number of candidates who tested during the same period.

Based on the most recent data available (April – June 2010), the program's average annual pass rate is 33%. The California average annual pass rate for graduates from accredited vocational nursing programs who took the NCLEX-PN® for the first time during the same period is 75%. The pass rate for the Community Based Education & Development College Vocational Nursing Program is 42 percentage points **below** the state average annual pass rate.

### **Faculty and Facilities**

Section 2534(d) of the Vocational Nursing Rules and Regulations states:

"For supervision of clinical experience, there shall be a maximum of 15 students for each instructor."

The total number of Board-approved faculty is eighteen (18), including the program director. Of that total, sixteen (16) instructors are available to teach in the clinical area.

Based on a maximum enrollment of 136 students, ten (10) instructors are needed. Therefore, the number of faculty is adequate for the current and proposed enrollment. Section 2534(b) of the Vocational Nursing Rules and Regulations states:

"Schools shall have clinical facilities adequate as to number, type, and variety of patients treated, to provide clinical experience for all students in the areas specified by Section 2533. There must be available for student assignment, an adequate daily census of patients to afford a variety of clinical experiences consistent with competency-based objectives and theory being taught."

The program's clinical facilities are adequate as to type and variety of patients treated to enable current and proposed students to meet clinical objectives in accordance with Section 2534(b) of the Vocational Nursing Rules and Regulations. This information was verified by the consultant.

### **Other Considerations**

On May 20, 2010, the Board placed the program on provisional accreditation for the one-year period from May 20, 2010, through May 31, 2011. That action was taken due to the performance of program graduates on the licensure examination. Additionally, the Board denied the program's request to admit 30 students commencing August 2, 2010, to replace students completing program requirements July 25, 2010. The program was required to admit no further classes without prior Board approval. (See Attachment A)

On June 11, 2010, the program submitted electronic correspondence requesting approval to admit a class of 40 students to replace students scheduled to graduate on July 25, 2010.

On June 22, 2010, the Board forwarded to the director a Notice of Change in Accreditation Status (see Attachment B).

On July 12, 2010, the Board received correspondence from the director dated July 7, 2010. A copy of program correspondence dated June 11, 2010, current and projected

enrollment information, information relative to faculty: student assignments, clinical rotations, and a FedEx shipment travel history were attached. (See Attachment C)

On July 28, 2010, the Board staff received notification per telephone that the program had mailed documents to the residence of the Board President, stating the program had been unable to locate another mailing address for the Board. On July 30, 2010, the Board received program correspondence dated July 26, 2010, sent to the residence of the Board President, relative to a request to admit students July 26, 2010. (See Attachment D)

On August 3, 2010, the assigned consultant spoke to the director relative to the program's request. The director was reminded of the Board's May 2010 decision. The director stated that the request was submitted in accordance with direction provided by the Board President and Executive Officer at the May 20, 2010 Board meeting. Subsequently, the director notified the Board that the number of students requested was reduced to 30.

On August 6, 2010, the Executive Officer deferred action on the program's request to admit students to the Board for consideration at the September 16, 2010 meeting. This decision was based on the program's pass rate statistics and the May 20, 2010 Board action to deny the program's request to admit students with a 31% pass rate.

On August 6, 2010, the consultant notified the director of the decision per telephone. Subsequently, the Executive Officer was notified that program administrators had attempted to contact the Board President per telephone at his residence, stating that the Board's actions had resulted in staff terminations and would close the program

On August 7, 2010, Board staff telephoned the director relative to the program's placement on the September 2010 agenda. A message was left requesting the director return the call.

On August 9, 2010, the director and School Director of Education (DOE) appeared at Board headquarters requesting a meeting with the Supervising Nursing Education Consultant (SNEC). The SNEC and NEC met with program representatives.

The DOE stated that the Board's denial of the program's request to admit a class would force the program to terminate faculty and that the program would lose clinical facilities. The DOE stated that she and the director had been told by the Board president and Executive Officer that additional classes would be approved upon the program's submission of a request with required documents.

Additionally, the DOE stated that the program must admit a class every 15 weeks for financial reasons. Further, she alleged discriminatory treatment by the Board stating that the program is being treated differently, and other programs are approved to continue admissions.

The SNEC advised program representatives of the Board's mandate to protect the health, safety, and welfare of consumers. Program representatives were reminded of the Board's decision and the rationale for that decision. Further, they were reminded that the Executive Officer had deferred action on the program's current request to the Board for consideration at the September 16, 2010 meeting and that the Board had made no decision to close the program.

Board representatives discussed critical program elements that may impact student achievement. Additionally, the possible utilization of unassigned program faculty to improve student achievement was discussed.

The DOE stated that a response to their request should have been received earlier, that the program had implemented changes in 2008, and that the full impact of those changes had not been observed to date. She related interventions previously reported to the Board. Additionally, she reported that the program had improved its pass rates on the licensure examination from 25% to 33%.

The SNEC advised that action on the program's request was consistent with the time frame required by existing regulations. Additionally, regulatory requirements set forth in California Code of Regulations Section 2530 (I), relative to program pass rates were reviewed.

The DOE requested to speak with the Executive Officer relative to the program's request to admit students.

The Executive Officer met with program representatives. Board requirements for all programs were stressed. Additionally, the Executive Officer reviewed the Board's concerns relative to the program's pass rates on the licensure examination. The Executive Officer advised that the program should direct all communications to Board Members to the Board's office.

Subsequently, the DOE and director requested a meeting with the Board's legal counsel. Reportedly, program representatives alleged they had been unable to obtain copies of Board meeting minutes to substantiate their claim that the program had been approved for ongoing admissions.

On August 13, 2010, correspondence was forwarded to the director relative to communications with Board members. The director was advised that Board members may not receive communications from programs prior to rendering an official decision. Such communication constitutes a violation of the Open Meeting Act and may result in the recusal of the Board member in voting relative to action on the program's request. (See Attachment E)

On August 19, 2010, the SNEC and legal counsel conducted a conference call with the program director, school DOE, and the school's legal counsel. The purpose of the call was to clarify the program's request and achieve resolution.

Subsequently, official minutes and agenda items were reviewed from all Board meetings, including May 9, 2008, September 12, 2008; November 21, 2008; February 20, 2009; May 22, 2009; October 7, 2009; February 18, 2010; and May 20, 2010. Action relative to the program was reported in minutes and agenda items for the May 9, 2008 Board meeting. Specifically, on Agenda Item #7B states, "The Executive Officer approved the program's request to admit 10 students into a full – time class beginning on May 5, 2008, with a projected graduation date of August 18, 2009, thereby increasing frequency of admissions." (See Attachments F and G) No further action was recorded relative to Community Based Education & Development Vocational Nursing Program.

Additionally, the Board's Information Technology Analyst researched the email string of communications with the prior consultant as provided by the program. The Board was unable to verify receipt.

In summary, the program reports that interventions were implemented to improve program pass rates; however, to date, program performance statistics do not evidence improvement. For the period January – March 2010, the program's average **quarterly** pass rate on the NCLEX-PN® was **38%**, while their average **annual** pass rate was **33%**. For the period April – June 2010, the program's **quarterly** pass rate on the NCLEX-PN® was **37%**, while their average **annual** pass rate was 33%. As such, the program's average annual pass rate is 42 percentage points below the state average annual pass rate.

### **Recommendations:**

1. In accordance with the Board's May 20, 2010 decision, deny the Community Based Education & Development College Vocational Nursing Program's request to admit 30 students commencing August 9, 2010, to replace students completing program requirements July 25, 2010.

**Rationale:** The Board has serious concerns relative to the program's non – compliance with regulations relative to the admission of classes without prior Board approval and the program's low average annual pass rates. Given the program's low average annual pass rates, denial of the proposed class admissions will allow the program to complete a total analysis and implement corrective interventions to enhance student achievement.

2. Approve the program's admission of 15 students on September 20, 2010, with a projected graduation of November 20, 2011.

**Rationale:** Pursuant to the Notice of Change in Accreditation Status dated June 22, 2010, the program will be required to submit a follow – up report to include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timelines for expected results, and the effectiveness of corrective actions taken to address the following elements:

- a. Current Student Enrollment.
- b. Admission Criteria.
- c. Screening and Selection Criteria.
- d. Terminal Objectives.
- e. Curriculum Objectives.
- f. Instructional Plan.
- g. Theory and Clinical Objectives for Each Course.
- h. Lesson Plans for Each Course.
- i. Textbooks.
- j. Attendance Policy.
- k. Remediation Policy.
- l. Evaluations of Theory and Clinical Faculty.
- m. Evaluations of Theory Presentations.



- n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
- o. Evaluation of Student Achievement.

Additionally, the program is required to obtain Board approval prior to the admission of each class. The program was placed on the February 2011 Board agenda for reconsideration of its provisional accreditation status.

- Attachment A – Official Board Agenda Item #14B, Community Based Education & Development College Vocational Nursing Program – Consideration of Placement on Provisional Accreditation, dated May 4, 2010.
- Attachment B - Notice of Change in Accreditation Status dated June 22, 2010.
- Attachment C - Program Correspondence Dated July 7, 2010
- Attachment D – Program Correspondence dated July 26, 2010.
- Attachment E – Board correspondence dated August 13, 2010.
- Attachment F - Official Board Meeting Minutes dated May 9, 2008.
- Attachment G – Official Agenda Item #7B, Report on Executive Officer's Decisions for Vocational Nursing and Psychiatric Technician Programs dated May 9, 2008.

## Agenda Item #13.C.Attachment D



STATE AND CONSUMER SERVICES AGENCY • ARNOLD SCHWARZENEGGER, GOVERNOR  
**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945  
Phone (916) 263-7800 Fax (916) 263-7866 | Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



September 28, 2010

Alice L. Sorrell – Thompson, M.B.A., R.N., Director  
Vocational Nursing Program  
Community Based Education and Development College  
5724 West 3<sup>rd</sup> Street, Third Floor  
Los Angeles, CA 90036

### ***Subject: Board Meeting Follow – Up***

Dear Ms. Sorrell - Thompson:

The Board of Vocational Nursing and Psychiatric Technicians (Board) considered the consultant's report relative to ***Community Based Education & Development College Vocational Nursing Program – Consideration of Request to Admit Students***, at its September 16, 2010 meeting.

The following decisions were rendered by the Board.

1. In accordance with the Board's May 20, 2010 decision, deny the Community Based Education & Development College Vocational Nursing Program's request to admit 30 students commencing August 9, 2010, to replace students completing program requirements July 25, 2010.
2. Approve the program's admission of 15 students on November 22, 2010, with a projected graduation of March 26, 2012.

Please contact the Board should further clarification be needed.

Sincerely,

**CHERYL C. ANDERSON, M.S., R.N.**  
Supervising Nursing Education Consultant

## Agenda Item #13.C.Attachment E

Cheryl Anderson

---

From: alice sorrell-thompson [healingheartsla@yahoo.com]  
Sent: Tuesday, January 18, 2011 3:49 PM  
To: Cheryl Anderson  
Subject: Fw: Request for new start  
Attachments: Request to start aclass\_030711 2.doc, Blank Enrollment Data Table newstart.doc, Faculty and Faculty Form faculty page-1.pdf2.pdf, Faculty Clinical Assignments newstart.doc, XI0000006(1).xls, OB-PED Tracking form Ortho only pdf2.pdf, ACCET evaluation report docxexerpts.docx, Board Report.pdf

----- Forwarded Message -----

From: alice sorrell-thompson <[healingheartsla@yahoo.com](mailto:healingheartsla@yahoo.com)>  
To: [cheryl\\_anderson@dca.ca.gov](mailto:cheryl_anderson@dca.ca.gov)  
Sent: Tue, January 18, 2011 3:40:26 PM  
Subject: Request for new start

Good Day Ms. Cheryl,

I hope this email finds you well. Attached is Community Based Education and Development's request for a new start class. I am attaching updated program information as well as supportive documentation of our progress to improve our VN program and our NCLEX pass rates. Please contact me should you need any further information. Thank you for all your guidance.

Truly,

*Alice Sorrell-Thompson*

Alice Sorrell-Thompson, MBA, RN  
Director, Vocational Nursing Program  
Community Based Education and Development



**Community Based  
Education & Development**

**FOLLOW-UP  
REPORT**



## Community Based Education and Development

### VN Program Review Report

#### Introduction:

Community Based Education and Development (CBD College) VN program was founded to address the needs of adult learner seeking an avenue of entry into the nursing profession. CBD College is committed to implementing a nursing education program that is in alignment with the requirements of the BVNPT, providing our students the foundation necessary to assume the role of Vocational Nurses.

In June 2010, CBD College received notification from the BVNPT that due to consistently low pass rates on the NCLEX-PN; board accreditation status was changed to "provisional status" for a twelve (12) month period. In response to this, CBD College has undergone an exhaustive review of all components of the VN Program. This report will outline the review process used, review findings and interventions, and outcomes/recommendations.

#### Process:

CBD College established an Ad Hoc committee to spearhead the program review process. This committee consists of theory and clinical faculty representation members across all four (4) modules as well as administrative leadership. The Ad Hoc committee utilized the suggested elements listed in provided by the BVNPT (exhibit #1-Attachment A dated 5/4/2010) as the framework for the report.

These elements were grouped into five (5) review areas: Recruitment and admissions process to VN program, Structure of VN program curriculum, Components of VN program, VN program operations policy and, VN program evaluation process. In addition to this, the committee incorporated focused interviews with clinical agency staff, CBD faculty and held focus groups comprised of a random sampling of the VN student population. The goal of this process was to gain objective and subjective data with respects to the implementation and instruction of the content of the VN program.

#### Program Review Areas:

A. Recruitment and admissions process: CBD College has a recruitment plan that targets adult learners with the desire to become effective Vocational Nurses. Our program entry requirements continue to enforce participants be at least 17 years of age, earned a high school diploma or it's equivalent, be in possession of personal documents: Social security card and legal proof of residency, successfully pass the ACT's CPAi Career Programs Assessment Test.

Action: The passing score for the CPAi was raised from: Language usage 42, Reading 43, Numerical Skills 41 to 50 in all these areas. This corrective action was implemented during the program's reporting period of 2009-2010. It has been identified through student focus groups that students applying for entry into the VN program experience frustration and anxiety once they begin. Currently, CBD offers workshops during the VN



and 2, the VN students demonstrate a need for additional support with the basic concepts of Anatomy and Physiology.

In July 2010 CBD College developed an Anatomy and Physiology course as a pre-requisite to entry into Module I of the VN program. This was implemented with the class that started in November 2010. Currently this group has demonstrated an increase in understanding of the process of head-to-toe assessment and focused assessment based on body systems. This is evidenced by quantitative review of current exam scores for Module I and comparison of the scores from the prior Module I group, as well as observations from the skills lab and clinical instructors.

3. Components of VN Program: Theory and Clinical objectives were reviewed and analyzed for their congruency to the program outcomes. Lesson plans were reviewed and analyzed for effective implementation of program outcome objectives. The VN theory and clinical objectives are the same for both the traditional and Applied Associate of Science VN programs.

**Action:** The Ad Hoc committee reviewed the current CBD College Library List and with input from faculty and student and the support of CBD leadership an online student resource library was identified and fully implemented October 2010. The online student resource library augments the nursing texts used and allows for both theory and clinical instructors to develop assignments that address the most current clinical knowledge base and skills.

4. VN Program Operations: CBD College continues to enforce an attendance policy that ensures each student complete the number of theory, laboratory and clinical hours required by the BVNPT for licensure. The Ad Hoc committee reviewed and analyzed the Remediation Plan for VN students. The current plan requires the theory instructor to actively assess students for academic difficulty and provide prompt intervention. This remediation process has been in place since 2008.

**Action:** Based on data collected during student focus groups it was identified that student would welcome boarder access to academic support. Currently each instructor has office hours after each theory day. In order to increase access to academic support each instructor will clearly identify they academic support time as evidenced by announcement during class and posted schedule.

In addition to this, the faculty member specifically assigned to assist with the developing and implementing student tutoring will actively support the instructor as needed with student improvement plan development and direct student assistance. Both of these interventions were implemented June 2010.

5. VN Program Evaluation Process: CBD College routinely reviews the effectiveness of clinical and theory faculty, the classroom and clinical environments and the progress of the VN students. Each faculty member is observed in their instructional environment by the Program Director with every new module start (every fifteen (15) weeks). Faculty



members are issued copies of the instructional plan upon their hire and are expected to be comfortable with both theory and clinical requirements.

With every new module start, each current clinical site is reviewed by the Program Director and the faculty assigned to that site. This review ensures that the clinical objectives of the program curriculum continue to be congruent with the experiences available at the clinical site.

Evaluating the progress of the VN students is done testing: unit and module exams, computerized knowledge assessment: ATI, NCLEX review assessment testing. CBD implemented ATI in 2008 and has utilized it as an assessment of student progress throughout the VN program.

**Action:** Based on data collected from focused interviews with clinical faculty and clinical agency staff it was demonstrated that the great majority of CBD clinical partners are active stakeholders in the training and education of the VN students. Collaboration between faculty and staff to develop a student clinical assessment process is currently being piloted at the Pediatric clinical site: Orthopedic Hospital Pediatric Urgent Care. Collaborative assessment processes are currently being developed for CBD College's OB/GYN rotation, Acute Medical/Surgical rotations and Long-term care clinical experiences.

Data collected by student focus groups and theory faculty focused interviews it was identified that the students found ATI helpful but did not feel that got enough exposure to the ATI testing process. Faculty currently incorporates ATI into their lecture structure as a supportive resource. Beginning with the new module start, the Ad Hoc committee will be working with ATI representatives to perform a curriculum alignment in order to fully integrate ATI resources into the VN program curriculum. Upon completion of this intervention, CBD College will submit the requested changes to the BVNPT board of approval.

### Outcomes/Recommendations:

The program review process demonstrated that the VN program is in need of a structured program logic model that will allow for clear and logically consistent method of monitoring and maintaining successful program outcomes. In addition to the interventions mentioned in this report, CBD College has started the development of our program logic model that will focus on the following outcomes:

- CBD College will achieve an NCLEX annual passing rate of 60% by May 2012.
- Develop systems and processes to increase and maintain the NCLEX passing rate at a range of 75-90%.
- Develop a program surveillance process focused on prompt identification of changes in program activity and rapid corrective action: decrease in quarterly NCLEX pass rates, changing trends in ATI pass rates, changes in NCLEX workshop assessment exam rates.

Current student Enrollment



Please complete the following Enrollment Data Table for all classes currently enrolled and for those that are proposed.

School Name: Community Based Education and Development.

ENROLLMENT DATA			
CLASS DATES		#Students Admitted at time of class start	Total Enrollment: #Students who are still in the class
Date class started or will start	Date class will Complete		
11/30/2009	03/27/2011	40	39
04/05/2010	07/24/2011	40	35
11/29/2010	03/26/2012	15	15
10/05/2009	03/04/2011 (1)	9	7

1. AAS Class-approved as a different start.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Community Based Education and Development- Student Population Demographics

Class Start Date	Projected Graduation Date	African-American	Asian/Pacific Islander	Caucasian	Hispanic	Native American	Other
11/30/09	03/27/11	7		31	2		
04/05/10	07/24/11	7		14	5		
08/03/09	11/21/10	5		27	5		
10/05/09 (AASVN Class )	03/04/11	1		8			
11/30/09	03/27/11	7		31	2		
04/05/10	07/24/11	7		14	5		
11/29/2010	03/26/2012	3		8	4		

omit additional page if necessary

# CBD College

*We All Speak the Same Language!*

24 West 3rd Street, Third Floor • Los Angeles, California 90036 • Tel. (323) 937-7772 • Fax (323) 937-4472

October 8, 2010

Cheryl C. Anderson, M.S., R.N.  
Supervising Nursing Education Consultant  
Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, California 95833

Re: Annual Report

Dear Ms. Anderson,

Please find enclosed our 2009-2010 annual report. Summarized below are minor changes we have made to the VN program during this reporting period.

**Career Mobility:** We have developed a CNA to LVN track that provides the theory and practical background for our students to successfully achieve CNA certification upon completion of Module I.

**Admissions, Screening and Selection Process:** The minimum score requirement has been raised for the CPAI from: Reading-43, Language usage- 42 and Numerical Skills- 41 to scores of 50 and above in all the areas of assessment.

**Assessment Tests:** The use of HESI as our assessment test was discontinued in 2009. ATI is currently used in all modules as a tool to monitor students' progress.

Thank you for the opportunity to share our progress with you. Should you need any additional information of clarification of any points made in this document, please feel free to contact me at (323) 937-7772.

Sincerely,



Alice L. Sorrell-Thompson, MBA, RN  
Director, Vocational Nursing Program  
CBD College

## ADMISSIONS

### Requirements

To be admitted to CBD's Vocational Nursing Program, the applicant must:

- Be at least 17 years of age
- Have earned a high school diploma or its equivalent<sup>1</sup>
- Present copies of personal documents (ID, Social Security Card and proof of legal residency in the country)
- Go through a background check
- Have an interview with an Admissions Representative
- Pass the ACT's CPAt Career Programs Assessment Test
- Attend the orientation sessions designated for the program

### Procedures

Each applicant must complete an Admissions Application. The application must be accompanied by a copy of the applicant's personal documents and a copy of his/her high school diploma. Upon its submission, a personal interview with an Admissions Representative will be scheduled, and the applicant will be notified regarding the admissions exam (ACT's CPAt) date.

The minimum pass scores for the ACT's CPAt test are shown of the following table:

PROGRAM	CPAt ACT SCORE
<u>VOCATIONAL NURSING</u>	Language Usage ATB Min. Score 50
<u>AAS IN VOCATIONAL NURSING</u>	Reading ATB Min. Score 50 Numerical Skills ATB Min. Score 50

Note: CBD College does not enroll students under the ability-to-benefit criteria.

The school reserves the right to reject applicants based on failure to present any of the documents required or failure to comply with any applicable local, state or federal laws, statutes or regulations.

<sup>1</sup> The copy of the high school diploma may be replaced by an official high school transcript or GED certification. Foreign high school diploma may be accepted upon evaluation that certifies equivalency to US education.

Screening & Selection  
Criteria

## ADMISSIONS

### Requirements

To be admitted to CBD's Vocational Nursing Program, the applicant must:

- Be at least 17 years of age
- Have earned a high school diploma or its equivalent<sup>1</sup>
- Present copies of personal documents (ID, Social Security Card and proof of legal residency in the country)
- Go through a background check
- Have an interview with an Admissions Representative
- Pass the ACT's CPAAt Career Programs Assessment Test
- Attend the orientation sessions designated for the program

### Procedures

Each applicant must complete an Admissions Application. The application must be accompanied by a copy of the applicant's personal documents and a copy of his/her high school diploma. Upon its submission, a personal interview with an Admissions Representative will be scheduled, and the applicant will be notified regarding the admissions exam (ACT's CPAAt) date.

The minimum pass scores for the ACT's CPAAt test are shown on the following table:

<u>PROGRAM</u>	<u>CPAAt ACT SCORE</u>
<u>VOCATIONAL NURSING</u>	Language Usage ATB Min. Score 50
<u>AAS IN VOCATIONAL NURSING</u>	Reading ATB Min. Score 50
	Numerical Skills ATB Min. Score 50

Note: CBD College does not enroll students under the ability-to-benefit criteria.

The school reserves the right to reject applicants based on failure to present any of the documents required or failure to comply with any applicable local, state or federal laws, statutes or regulations.

<sup>1</sup> The copy of the high school diploma may be replaced by an official high school transcript or GED certification. Foreign high school diploma may be accepted upon evaluation that certifies equivalency to US education.

Term objectives

## Community Based Education and Development

### VN Program Outcomes

#### Assessment

Outcome 1: Assess basic physical, emotional, spiritual and cultural needs of the client utilizing head-to-toe and focused assessments.

Outcome 2: Collect data from available resources, including client, family, health care team members, established protocols, guidelines and document findings accurately and concisely.

<b>Module I</b>	<b>Module II</b>	<b>Module III</b>	<b>Module IV</b>
<ul style="list-style-type: none"> <li>* Able to make accurate assessments at a beginning level utilizing learned data collection methods.</li> <li>* Differentiate normal from abnormal data and reports to clinical instructor in a timely manner.</li> <li>* Able to choose a preliminary nursing diagnosis from the NANDA list, based on assessment data.</li> <li>* With supervision, accurately documents assessment and care provided.</li> </ul>	<ul style="list-style-type: none"> <li>* Able to demonstrate competency in performing as assessment on a middle-aged and elderly client.</li> <li>* Identifies and interprets abnormal clinical findings.</li> <li>* Demonstrates ability to complete a plan of care with the appropriate NANDA diagnosis based on assessment findings.</li> <li>* Reports all abnormal findings to clinical instructor and clinical staff involved in client care.</li> </ul>	<ul style="list-style-type: none"> <li>* Able to identify cues and clues related to a suspected problem by utilizing baseline information.</li> <li>* Correlate presented signs and symptoms with the laboratory test and diagnostic test results.</li> <li>* Able to demonstrate the ability to perform comprehensive history taking essential to the suspected diagnosis, which includes personal, medical and family histories.</li> <li>* Demonstrates ability to perform head to toe assessment.</li> </ul>	<ul style="list-style-type: none"> <li>* Able to demonstrate "mastery" of performing head-to-toe and focused assessment for adults in Medical/Surgical nursing care areas.</li> <li>* Able to demonstrate competency in performing assessments of Maternity and Pediatric clients.</li> <li>* Identifies and interprets abnormal clinical findings and appropriately intervenes with the support of the clinical instructor.</li> <li>* Able to demonstrate understanding of a NST tracing and identify common changes in fetal heart rates.</li> </ul>



## Critical Thinking

Outcome 5: Safeguard the client's and the family's rights to dignity and privacy while adhering to mandatory reporting of suspected abuse.

Outcome 6: Utilize critical thinking to provide effective nursing care for individuals and/or groups throughout the developmental stages over the life span.

<b>Module I</b>	<b>Module II</b>	<b>Module III</b>	<b>Module IV</b>
<ul style="list-style-type: none"> <li>*Collects objective &amp; subjective information needed for client care.</li> <li>*With guidance applies basic knowledge of nursing interventions to routine clinical care.</li> <li>*Able to explain rationales for nursing interventions.</li> <li>*Gathers, analyzes &amp; interprets data appropriately.</li> <li>*Begins to distinguish relevant from irrelevant information, with guidance.</li> <li>*Organizes and clusters data with guidance.</li> <li>*Begins to differentiate between knowledge and opinion.</li> <li>*Begins to identify priorities of care based on Maslow's hierarchy of needs.</li> </ul>	<ul style="list-style-type: none"> <li>*Applies theoretical knowledge to routine clinical practice. Applies appropriate rationales for nursing interventions.</li> <li>*Begins to interpret objective and subjective information to guide client care.</li> <li>*Begins to analyze complex data with guidance by instructor.</li> <li>*Recognizes standard patterns when clustering data.</li> <li>*Begins to distinguish levels of priority and possible alternatives.</li> <li>*Develops knowledge base and recognizes personal biases.</li> <li>*Implements Maslow's Hierarchy of Needs with client care.</li> </ul>	<ul style="list-style-type: none"> <li>*Able to discuss and analyze anatomy and pathophysiology of the different systems and be able to correlate the presenting signs and symptoms.</li> <li>*Identify alteration and deviations from normal to abnormal bodily functions.</li> <li>*Analyze identified NANDA diagnosis with respect to client's privacy and rights with inclusion of the client's family in the plan of care.</li> <li>*Analyze the plan of care holistically, with emphasis on physical, psychological and spiritual effects of the disease process on the client.</li> </ul>	<ul style="list-style-type: none"> <li>*Applies theoretical knowledge to specific areas of clinical practice: Medical/Surgical, Maternity and Pediatrics. Effectively utilizes appropriate rationales and nursing interventions.</li> <li>*Accurately interprets objective and subjective information to further develop client's plan of care.</li> <li>*Demonstrates ability to accurately assess Maternity and Pediatric clients. Analyze objective/subjective information and employ specific nursing interventions based on appropriate rationale.</li> <li>*Able to interpret and analyze complex data and accurately identify patterns of clustering data with minimal guidance from clinical instructor.</li> <li>*Able to effectively prioritize nursing care tasks with minimal supervision.</li> <li>*Incorporates Maslow's Hierarchy of needs into the planning and implementation of client's care.</li> </ul>

## Planning

Outcome 8: Administer medications following the six (6) drug rights and monitor clients receiving parenteral therapies.

Outcome 9: Provide health teaching for individuals, families and/or groups that are developmentally appropriate for health promotion and disease prevention.

<b>Module I</b>	<b>Module II</b>	<b>Module III</b>	<b>Module IV</b>
<ul style="list-style-type: none"> <li>*With supervision administers medication safely and accurately following the "6 Rights"</li> <li>*Identifies a client's immediate learning needs with assistance</li> <li>*Identifies common barriers to client learning.</li> <li>*Plans teaching strategies based on knowledge of growth and development; cultural awareness; and the teaching/learning process.</li> <li>*With guidance implements a simple, standardized teaching plan that is developmentally appropriate for health promotion and disease prevention.</li> </ul>	<ul style="list-style-type: none"> <li>*Accurately administers medications by utilizing a standardized routine.</li> <li>*Able to assist client with meeting their healthcare needs.</li> <li>*Begins to develop an individualized plan of care to overcome client barriers.</li> <li>*Plans relevant and accurate interventions with validation for assigned clients.</li> <li>*Implements teaching plan to assist client with health promotion and disease prevention.</li> <li>*With supervision, evaluates the effectiveness of the teaching plan to maximize client adherence.</li> </ul>	<ul style="list-style-type: none"> <li>*Able to identify goals of treatment to the problem, which includes: short term and long term goals.</li> <li>*Planning should be specific, measurable, attainable, holistic and time bounded.</li> <li>*Able to utilize medical interventions as a part of the plan with careful observation of its effects both adverse and side effects.</li> <li>*Safeguard patient's rights in the plan of care.</li> </ul>	<ul style="list-style-type: none"> <li>* Safely and accurately administers medication via all routes except IV.</li> <li>* Able to accurately calculate pediatric doses.</li> <li>*Able to accurately assess immediate and long-term learning needs of client and their support system.</li> <li>* Able to begin developing a family centered client teaching plan that is specific and individualized.</li> <li>* Develops and carries out individualized client care plans in specialized nursing areas that address actual and potential client barriers to learning.</li> </ul>

## Implementation

Outcome 3: Demonstrate effective communication skills with client's and team members in the practice of nursing.

Outcome 4: Prioritize and carry out interventions based on the plan of care established by the registered nurse, make changes based on client condition, and evaluate the success of nursing interventions.

Outcome 12: Act as patient advocate.

	<b>Module I</b>	<b>Module II</b>	<b>Module III</b>	<b>Module IV</b>
	<ul style="list-style-type: none"> <li>*With guidance, begins to use therapeutic communication skills in interactions with clients &amp; team members.</li> <li>*With guidance, recognizes one's own responsibility to maintain client confidentiality.</li> <li>*Begins to develop cultural competencies within the nursing process.</li> <li>*With guidance, prioritize and implement care based on client's plan of care.</li> <li>*Begins to perform selected nursing interventions under supervision of clinical instructor.</li> <li>*Describes the role of the nurse as advocate.</li> <li>*Recognize situations where client could participate in planning care.</li> </ul>	<ul style="list-style-type: none"> <li>*Initiates therapeutic communication skills when interacting with client and members of the health care team.</li> <li>*Begins to view self as essential component of client care.</li> <li>*Begins to identify members of client care acceptable of sharing vital information to.</li> <li>*With guidance, implements age and culturally appropriate plan of care.</li> <li>*Performs selected nursing interventions using principles of caring with assistance of nursing instructor.</li> <li>*With minimal prompting states rationale for more individualized nursing interventions.</li> <li>*Begins to behave as client advocate in providing individualized care.</li> </ul>	<ul style="list-style-type: none"> <li>*Implement nursing interventions suitable to the identified NANDA diagnosis.</li> <li>*Able to utilize the entire health care team in managing an identified diagnosis.</li> <li>*Able to include the client and their support system in the implementation of nursing planned actions.</li> <li>*Able to safely carry out identified nursing interventions related to NANDA diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>*Able to clearly define role as active participant in client's care.</li> <li>*Able to identify and assemble appropriate collaborators for client's continuity of care.</li> <li>*Able to develop client plan of care that is linguistically and culturally appropriate.</li> <li>*Demonstrates clear knowledge of rationale used to develop the individualized nursing interventions.</li> <li>*Consistently demonstrates the behaviors of a client advocate by providing individualized care in specialty areas.</li> </ul>

## Analysis/Evaluation

**\*\*Outcome 7:** Provide safe and effective care to clients by: (a) utilizing knowledge of normal values to identify deviations in health status; (b) utilizing the nursing process; (c) utilizing evidence based practice; (d) collaborating with health care team members to coordinate delivery of nursing care.

Module I	Module II	Module III	Module IV
<ul style="list-style-type: none"> <li>*Recognize and verbalize short-term outcomes for assigned clients.</li> <li>*Uses standard precautions in all care performed.</li> <li>*With supervision, identifies and uses precautions needed for specific organisms.</li> <li>*With guidance maintains a safe work environment for self and others.</li> <li>*Identifies agency policies and procedures for student role in emergency situations.</li> <li>*Uses outcome criteria to evaluate client responses and effectiveness of care for common nursing interventions.</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies appropriate short term outcomes based on an individualized plan of care.</li> <li>*Recognizes and demonstrates understanding of contact precautions.</li> <li>*Begins to utilize appropriate research articles to validate nursing practice.</li> <li>*Able to adhere to the nursing process to guide client care.</li> <li>*Abides by agency policies when providing nursing care to assigned client.</li> <li>*Demonstrates beginning ability to prioritize nursing diagnoses with clear rationale for priority.</li> <li>*Begins to interrelate pathophysiology for relevant medical diagnoses when evaluating data.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to achieve short term and long term goals based on identified NANDA diagnosis.</li> <li>Be able to identify other measures that will further improve the plan of care for the assigned patient.</li> <li>Able to determine the success/failure of planned goals based on the evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>*Analyzes assessment data and identifies short and long-term outcomes.</li> <li>*Develops appropriate interventions and evaluates their effectiveness by comparing expected and actual outcomes.</li> <li>*Actively utilizing nursing journals and participates in professional development activities to enhance nursing practice.</li> <li>*Consistently applies the nursing process in planning and delivering client care.</li> <li>*Seeks out agency policy on nursing care tasks.</li> <li>*Able to independently prioritize nursing diagnosis with appropriate rationale.</li> </ul>

curriculum objectives



## Module II

Upon successful completion of the second of four Modules of the CBD College Vocational Nursing Program the students will be able to:

- Identify and apply the nursing process steps in Emergency/First Aid situations
- Understand the care plan of the patient with diseases on the integumentary, musculoskeletal, respiratory, cardiovascular, blood/lymphatic and immunological systems
- Apply care for the surgical patient and patients with cancer and HIV/AIDS
- Deliver nursing care with critical thinking, in an orderly, scientific manner, under the supervision of the RN
- Identify nutrition needs for patients with specific diseases on the integumentary, musculoskeletal, respiratory, cardiovascular, blood/lymphatic and immunological systems
- Identify the needs of elderly patients with specific diseases on the integumentary, musculoskeletal, respiratory, cardiovascular, blood/lymphatic and immunological systems

## Module III

Upon successful completion of the third of four Modules of the CBD College Vocational Nursing Program the students will be able to:

- Understand the care plan of the patient with diseases on the neurological, sensory, gastrointestinal, urinary, endocrine, exocrine pancreatic, and reproductive system
- Deliver nursing care with critical thinking, in an orderly, scientific manner, under the supervision of the RN
- Identify nutrition needs for patients with diseases on the neurological, sensory, gastrointestinal, urinary, endocrine exocrine pancreatic, and reproductive system
- Identify the needs of elderly patients with diseases on the neurological, sensory, gastrointestinal, urinary, endocrine exocrine pancreatic, and reproductive system
- Indicate the ability to care for patients with communicable diseases



## Module IV

Upon successful completion of the fourth of four Modules of the CBD College Vocational Nursing Program the students will be able to:

- Understand the basic concepts of mental health
- Deliver nursing care for a patient with psychiatric disorders
- Demonstrate ability to promote health promotion for a pregnant patient
- Understand the nursing process on labor and delivery
- Indicate the ability to care for a newborn and family with special needs
- Acknowledge the needs of patients undergoing growth and development
- Understand the care plan of a pediatric patient
- Demonstrate ability to promote health promotion for the infant, child and adolescent patient
- Identify diverse leadership styles utilized by a nurse
- Understand the functions of the State Board
- Understand the role of a nurse supervisor
- Recognize the philosophy and relevant factors of rehabilitation nursing

# Instructional Plan





## COURSE SYLLABUS OUTLINE

**Program:** Vocational Nursing

**Course Title:** Introduction to Human Anatomy and Physiology

**Instructor:** Victor Chaban, PhD, MSCR

**Course Description:** This course offers a comprehensive study of *Human Anatomy and Physiology*. This course includes overview of structure and functions of all body systems, organs, tissues and cells with focus on major biochemical, molecular and cellular theories. The course focuses on the function of the integumentary, skeletal, muscular, respiratory, cardio-vascular, immune systems, as well as endocrine, nervous, urinary, digestive and reproductive systems. There is no laboratory requirement in this course but instruction material involves using microscopic anatomy slides, computerized models and other practical applications of the material presented in lecture.

**Course Objectives:** Upon completion of this course, students should be able to:

- Identify major functions associated with each system in the body.
- Outline principle physiological events occurring within each system.
- Integrate the different systems and describe how each plays a role in the body as a whole.
- Compare and contrast functional differences found in health and disease.
- Apply critical thinking skills in various clinically-related situations.

**Clock/Credit Hours:** 30 hrs. – 2.5 module credit units

**Prerequisites Required:** Admission to the Vocational Nursing Program

**Instructional Resources:** Textbook: *Structure and Function of the Body*, Thibodeau and Patton, 13<sup>th</sup> Edition, Elsevier, 2008.

**Methods of Instruction:** Lecture; Discussion; Reading; Study Guide; Audiovisual Aids; Demonstration

**Method of Evaluation:** Theory: Average of tests given throughout the course

**Grading System:** Instructors record theory grades for each student using 100 Percent Grading Scale, with 80% required to pass

**Attendance Policy:** Minimum attendance required of 80% of total course hours.

### Course Outline

Week/Date	Topic	Chapter	Assignment
Week 1 01-06-11	<ul style="list-style-type: none"> <li>• Introduction to the Structure of the human body</li> <li>• Organ Systems</li> <li>• Body Cavities</li> </ul>	Thibodeau Ch. 1 & 4	
Week 2 01-13-11	<ul style="list-style-type: none"> <li>• Integumentary System</li> <li>• Body Membranes</li> </ul>	Thibodeau Ch. 5	Test #1
Week 3 01-20-11	<ul style="list-style-type: none"> <li>• Skeletal System</li> <li>• Muscular System</li> </ul>	Thibodeau Ch. 6 & 7	
Week 4 01-27-11	<ul style="list-style-type: none"> <li>• Nervous System</li> <li>• Special Senses</li> </ul>	Thibodeau Ch. 8&9	Test # 2
Week 5 02-03-11	<ul style="list-style-type: none"> <li>• Endocrine System</li> </ul>	Thibodeau Ch. 10	
Week 6 02-10-11	<ul style="list-style-type: none"> <li>• Cardiovascular System</li> </ul>	Thibodeau Ch. 11&12	Test #3
Week 7 02-17-11	<ul style="list-style-type: none"> <li>• Lymphatic System</li> <li>• Immune System</li> </ul>	Thibodeau Ch. 13	
Week 8 03-03-11	<ul style="list-style-type: none"> <li>• Gastrointestinal System</li> </ul>	Thibodeau Ch. 15	Test # 4
Week 9 03-10-11	<ul style="list-style-type: none"> <li>• Urinary System</li> </ul>	Thibodeau Ch. 17	
Week 10 03-17-11	<ul style="list-style-type: none"> <li>• Reproductive System</li> </ul>	Thibodeau Ch. 20	Test#5

Theory & objectives

**COURSE SYLLABUS OUTLINE**

**Program:** Vocational Nursing

**Course Title/Number:** Nursing 100 – Foundations of Nursing

**Instructor:** Marilyn Peters, R.N., MN, MPH, CHES

**Course Description:** Fundamental principles underlying nursing care are presented. Focus is upon providing care to middle adult and geriatric clients. The concepts of critical thinking, caring and professional behaviors are introduced. Content related to communication, human relationships, health promotion, maintenance, and restoration, medical asepsis, use of the nursing process and medication administration is presented. Upon completion of this course and Nursing 110, students are eligible to sit for the Certified Nursing Assistant Examination.

**Course Objectives:** Upon completion of this course, students should be able to:

- Explain the components of the nursing process
- Demonstrate an understanding of the fundamental legal and ethical concepts related to nursing practice
- Demonstrate understanding of the stages of growth and development across the lifespan
- Explain the roles of the nurse in the delivery of health care

**Clock/Credit Hours:** 150 hrs. – 15 quarter credit units

**Prerequisites Required:** Admission to the Nursing Program

**Instructional Resources:**

Textbook: *Christensen & Kockrow, Foundations & Adult Health Nursing*, 6<sup>th</sup> Edition, Mosby Elsevier, 2011.

Textbook: *deWitt, Fundamental Concepts and Skills for Nursing*, 3<sup>rd</sup> Edition, Saunders Elsevier, 2009.

Textbook: *Morris, Calculate with Confidence*, 4<sup>th</sup> Edition, Mosby-Elsevier, 2006.

**Methods of Instruction:** Lecture; Discussion; Reading; Power Point Slides  
Transparencies; Study Guide; Audiovisual Aids; Demonstration

**Method of Evaluation:** Weekly Tests/quizzes and Module Test.

Average of Weekly Tests – 50%

Module Test – 50%

**Grading System:** Instructors record theory grades for each student using 100 Percent Grading Scale, as follows:

4.0	90 - 100% =	A =	Excellent
3.0	85 - 89% =	B =	Good
2.0	80 - 84% =	C =	Satisfactory
1.0	70 - 79% =	D =	Unsatisfactory
	0 - 69% =	F =	Fail

**Attendance Policy:** According to the Board of Vocational Nursing and Psychiatric Technicians (BVNPT), each student must complete ALL course hours in order to graduate and be recommended to the BVNPT for licensure. In case of absences (that cannot exceed 20% of total course hours), students have to be make up those hours within 2 weeks, or before the end of the Module (whichever occurs first).

**Completion Requirements:** Minimum average of 80% and compliance of attendance policy (not missing more than 20% of total course hours and making up all missed hours)

**Course Timeframe:** 30 meetings (15 weeks)

Start date:

End date:

Hrs: 08:30 - 15:00

**COURSE SYLLABUS OUTLINE**

**Program:** Vocational Nursing

**Course Title/Number:** Nursing 101 – Basic Clinical Concepts I

**Instructor:** Stephanie Jackson, RN., MSN., CNS

**Course Description:** The focus of this course is to teach students how to providing care to adult patients experiencing normal life processes or common/chronic disease processes in selected body systems. The course is a continuation of principles of nursing care introduced in Nursing 100. This course includes the following clock hours towards eligibility for referral to the California BVNPT for licensure: Medical/Surgical 52.

**Course Objectives:** Upon completion of this course, students should be able to:

- Discuss nursing care based on scientific and technical principles and nursing systems
- Discuss the anatomy and physiology, etiology and clinical manifestations of disease processes affecting the: Respiratory, Cardiovascular, Musculoskeletal, Integumentary, Blood/Lymph and Immune systems of the human body.
- Apply the steps of the nursing process and critical thinking in the care of patients
- Explain the importance of nutrition and diet therapy in the health of the patient
- Identify the drugs used to treat diseases of the studied body systems
- Explain the differences in providing care of adults with diseases of the body system and older adults with the same diseases

**Clock/Credit Hours:** 150 hrs. – 15 quarter credit units

**Prerequisites Required:** Nursing 100, Nursing 110

**Co requisites Required:** Nursing 111

**Instructional Resources:**

Textbook: *Christensen & Kockrow, Foundations & Adult Health Nursing*, 5<sup>th</sup> Edition, Elsevier, 2006

Textbook: *Asperheim, Introduction to Pharmacology*, 11<sup>th</sup> Edition, Elsevier, 2009

**Methods of Instruction:** Lecture; Discussion; Reading; Transparencies; Study Guide; Audiovisual Aids; Demonstration

**Method of Evaluation:** Weekly Tests/quizzes and Module Test.

Average of Weekly Tests – 50%

Module Test – 50%

**Grading System:** Instructors record theory grades for each student using 100 Percent Grading Scale, as follows:

4.0	90 - 100% =	A =	Excellent
3.0	85 - 89% =	B =	Good
2.0	80 - 84% =	C =	Satisfactory
1.0	70 - 79% =	D =	Unsatisfactory
	0 - 69% =	F =	Fail

**Attendance Policy:** According to the Board of Vocational Nursing and Psychiatric Technicians (BVNPT), each student must complete ALL course hours in order to graduate and be recommended to the BVNPT for licensure. In case of absences (that cannot exceed 20% of total course hours), students have to be make up those hours within 2 weeks, or before the end of the Module (whichever occurs first).

**Completion Requirements:** Minimum average of 80% and compliance of attendance policy (not missing more than 20% of total course hours and making up all missed hours)

**Course Timeframe:** 30 meetings (15 weeks)

Start date:

End date:

Hrs: 08:30 - 15:00



**COURSE SYLLABUS OUTLINE**

**Program:** Vocational Nursing

**Course Title/Number:** Nursing 102 Basic Clinical Concepts II

**Instructor:** Sheryl Antido, RN, BSN,

**Course Description:** A continuation of Nursing 101 with the focus on providing care to adult patients experiencing normal life processes or common/chronic disease processes in selected body systems. This course includes the following clock hours towards eligibility for referral to the California BVNPT for licensure: Medical/Surgical 60.

**Course Objectives:** Upon completion of this course, students should be able to:

- Discuss nursing care based on scientific and technical principles and nursing systems
- Discuss the anatomy and physiology, etiology and clinical manifestations of disease processes affecting the: Neurological, Sensory, Gastrointestinal, Biliary, Urinary, Endocrine and Reproductive systems of the human body.
- Apply the steps of the nursing process and critical thinking in the care of patients
- Explain the importance of nutrition and diet therapy in the health of the patient
- Identify the drugs used to treat diseases of the studied body systems
- Explain the differences in providing care of adults with diseases of the body system and older adults with the same diseases

**Clock/Credit Hours:** 150 hrs. – 15 quarter credit units

**Prerequisites Required:** Nursing 101, Nursing 111

**Co requisites Required:** Nursing 112

**Instructional Resources:**

Textbook: *Christensen & Kockrow, Foundations & Adult Health Nursing*, 5<sup>th</sup> Edition, Elsevier, 2006

Textbook: *Asperheim, Introduction to Pharmacology*, 11<sup>th</sup> Edition, Elsevier, 2009

**Methods of Instruction:** Lecture; Discussion; Reading; Transparencies; Study Guide; Audiovisual Aids; Demonstration

**Method of Evaluation:** Weekly Tests/quizzes and Module Test.

Average of Weekly Tests – 50%

Module Test – 50%

**Grading System:** Instructors record theory grades for each student using 100 Percent Grading Scale, as follows:

4.0      90 -100% =    A =    Excellent

**Attendance Policy:** According to the Board of Vocational Nursing and Psychiatric Technicians (BVNPT), each student must complete ALL course hours in order to graduate and be recommended to the BVNPT for licensure. In case of absences (that cannot exceed 20% of total course hours), students have to be make up those hours within 2 weeks, or before the end of the Module (whichever occurs first).

**Completion Requirements:** Minimum average of 80% and compliance of attendance policy (not missing more than 20% of total course hours and making up all missed hours)

**Course Timeframe:** 30 meetings

Start date:

End date:

Hrs: 08:30 - 15:00

**COURSE SYLLABUS OUTLINE**

**Program:** Vocational Nursing

**Course Title/Number:** Nursing 103 – Vocational Nursing

**Instructor:** Karen Kilpatrick, MSN, RN

**Course Description:** The focus of this course is on the Nursing Specialties, such as Mental Health, Pediatrics and Maternity, as well as on preparation to complete the NCLEX-PN and enter practice as a vocational nurse. This course introduces the student to leadership and management skills and provides information on employment and educational opportunities available to the practical nurse. Work skills such as procuring, retaining and terminating employment are discussed, as well as personal and professional liability insurance, application for state licensure, NCLEX application, professional organizational membership and continuing education. This course includes the following clock hours towards eligibility for referral to the California BVNPT for licensure: Maternal/Newborn 25; Pediatrics 25.

**Course Objectives:** Upon completion of this course, students should be able to:

- Discuss concepts of mental health
- Apply the steps of the nursing process and critical thinking in relation to the care of maternity and pediatric patients
- Identify leadership and supervision techniques utilized in the health care environment

**Clock/Credit Hours:** 150 hrs. – 15 quarter credit units

**Prerequisites Required:** Nursing 102, Nursing 112

**Co requisites Required:** Nursing 113

**Instructional Resources:**

Textbook & Study Guide: *Christensen & Kockrow, Foundations of Nursing and Adult Health Nursing*, 5<sup>th</sup> Edition, Elsevier, 2006

Textbook: *Asperheim, Introduction to Pharmacology*, 11<sup>th</sup> Edition, Elsevier, 2009

**Methods of Instruction:** Lecture; Discussion; Reading; Transparencies; Study Guide; Audiovisual Aids; Demonstration

**Method of Evaluation:** Weekly Tests/quizzes and Module Test.  
Average of Weekly Tests – 50%

Module Test – 50%

**Grading System:** Instructors record theory grades for each student using 100 Percent Grading Scale, as follows:

4.0	90 - 100% =	A =	Excellent
3.0	85 - 89% =	B =	Good
2.0	80 - 84% =	C =	Satisfactory
1.0	70 - 79% =	D =	Unsatisfactory
	0 - 69% =	F =	Fail

**Attendance Policy:** According to the Board of Vocational Nursing and Psychiatric Technicians (BVNPT), each student must complete ALL course hours in order to graduate and be recommended to the BVNPT for licensure. In case of absences (that cannot exceed 20% of total course hours), students have to be make up those hours within 2 weeks, or before the end of the Module (whichever occurs first).

**Completion Requirements:** Minimum average of 80% and compliance of attendance policy (not missing more than 20% of total course hours and making up all missed hours).

**Course Timeframe:** 30 meetings (15 weeks)

Start date:

End date:

Hrs: 08:30 - 15:00



**Grading System:** Instructors record theory grades for each student using 100 Percent Grading Scale, as follows:

4.0	90 - 100% =	A =	Excellent
3.0	80 - 89% =	B =	Good
2.0	75 - 79% =	C =	Satisfactory
1.0	67 - 74% =	D =	Unsatisfactory
	0 - 66% =	F =	Fail

**Attendance Policy:** Minimum attendance required of 80% of total course hours.

**Completion Requirements:** Minimum average of 75% and compliance of attendance policy (not missing more than 20% of total course hours).

**Course Timeframe:** 15 meetings

Start date: \_\_\_\_\_

End date: \_\_\_\_\_

Hrs: \_\_\_\_\_ - \_\_\_\_\_

## COURSE SYLLABUS OUTLINE

**Program:** Vocational Nursing – Associate of Applied Sciences

**Course Title/Number:** Sociology 101 – Introduction to Sociology

**Instructor:** \_\_\_\_\_

**Course Description:** The course will provide a further understanding of human group behavior and the organization of society. Using several theoretical points of view, the student will study and analyze the organization of social life style, problems of inequality of age, sex, race and ethnicity, social class and life style, basic social institutions, global issues of technology, social movements and social change.

**Course Objectives:** Upon completion of this course, students should be able to:

- Understand the distinctive perspective of sociology.
- Recognize and apply several different sociological theories and concepts to social issues.
- Analyze the world with a critical sociological perspective and utilize sociological tools to envision solutions for social problems
- Recognize and critically evaluate your own personal values.
- Understand the ways in which race, class, gender, culture, political and economic systems affect individual lives, and how individuals and groups can affect societies.
- Think critically about social justice efforts and inequalities in communities and environments.

**Clock/Credit Hours:** 45 hrs. – 4.5 quarter credit units

**Prerequisites Required:** Admission to the Nursing Program

**Instructional Resources:** Textbook: Essentials of Sociology – A Down-to-Earth Approach; James M. Henslin, 7<sup>th</sup> Edition, Pearson, 2006

**Methods of Instruction:** Lecture, Discussion; Reading; Transparencies; Study Guide, Audiovisual Aids; Demonstration

**Method of Evaluation:** Average of all tests given through the course.

**Grading System:** Instructors record theory grades for each student using 100 Percent Grading Scale, as follows:

4.0	90 - 100% =	A =	Excellent
3.0	80 - 89% =	B =	Good
2.0	75 - 79% =	C =	Satisfactory
1.0	70 - 74% =	D =	Unsatisfactory
	0 - 69% =	F =	Fail

**Attendance Policy:** Minimum attendance required of 80% of total course hours

**Completion Requirements:** Minimum average of 75% and compliance of attendance policy (not missing more than 20% of total course).

**Course Timeframe:** 15 meetings

Start date: \_\_\_\_\_

End date: \_\_\_\_\_

Hrs: \_\_\_\_\_



## COURSE SYLLABUS OUTLINE

**Program:** Vocational Nursing – Associate of Applied Sciences

**Course Title/Number:** Biology 102 – Human Anatomy

**Instructor:** \_\_\_\_\_

**Course Description:** This course emphasizes the principles of human anatomy and includes overview of all body systems, organs, tissues and cells with focus on major biochemical molecular and cellular biology theories. Topic dealing with the nature of science, human genetics and development are included. Lab exercises include observation of vertebrate dissections.

**Course Objectives:** Upon completion of this course, students should be able to:

- Understand the structure of the human body
- Appropriately use anatomical terminology when referring to the human body
- Identify major micro and macro anatomical structures associated with each system in the body;
- Compare and contrast structural differences found in health and disease;
- Apply critical thinking skills in various clinically-related situations.

**Clock/Credit Hours:** 90 hrs. – 6.5 quarter credit units

**Prerequisites Required:** Admission to the Nursing Program

**Instructional Resources:** Textbook: *Structure and Function of the Body*, Thibodeau and Patton, 13<sup>th</sup> Edition, Elsevier, 2008.

**Methods of Instruction:** Lecture; Discussion; Reading; Transparencies; Study Guide; Audiovisual Aids; Demonstration

**Method of Evaluation:** Theory: Average of tests given throughout the course.  
Lab: Students are evaluated in the clinical areas using a "Pass"/"Fail" designation, based upon successful completion of the lab objectives.

**Grading System:** Instructors record theory grades for each student using 100 Percent Grading Scale, as follows:

4.0	90 -100% =	A =	Excellent
3.0	80 - 89% =	B =	Good
2.0	75 - 79% =	C =	Satisfactory
1.0	67 - 74% =	D =	Unsatisfactory
	0 - 66% =	F =	Fail

**Attendance Policy:** Minimum attendance required of 80% of total course hours.

**Completion Requirements:** Pass mark on lab objectives, minimum average of 75% and compliance of attendance policy (not missing more than 20% of total course hours).

**Course Timeframe:** 15 meetings

Start date: \_\_\_\_\_

End date: \_\_\_\_\_

Hrs: \_\_\_\_\_

## COURSE SYLLABUS OUTLINE

**Program:** Vocational Nursing – Associate of Applied Sciences

**Course Title/Number:** Biology 103 – Human Physiology

**Instructor:** \_\_\_\_\_

**Course Description:** This course offers a comprehensive study of *Human Physiology*. This course includes overview of structure and functions of all body systems, organs, tissues and cells with focus on major biochemical, molecular and cellular theories. The course focuses on the function of the integumentary, skeletal, muscular, respiratory, cardio-vascular, immune systems, as well as endocrine, nervous, urinary, digestive and reproductive systems. The laboratory portion focuses on practical applications of the material presented in lecture

**Course Objectives:** Upon completion of this course, students should be able to:

- Identify major functions associated with each system in the body.
- Outline principle physiological events occurring within each system.
- Integrate the different systems and describe how each plays a role in the body as a whole.
- Compare and contrast functional differences found in health and disease.
- Apply critical thinking skills in various clinically-related situations.

**Clock/Credit Hours:** 90 hrs. – 6.5 quarter credit units

**Prerequisites Required:** Admission to the Nursing Program

**Instructional Resources:** Textbook: *Structure and Function of the Body*, Thibodeau and Patton, 13<sup>th</sup> Edition, Elsevier, 2008.

**Methods of Instruction:** Lecture; Discussion; Reading; Transparencies; Study Guide; Audiovisual Aids; Demonstration

**Method of Evaluation:** Theory: Average of tests given throughout the course.  
Lab: Students are evaluated in the clinical areas using a "Pass"/"Fail" designation, based upon successful completion of the lab objectives.

**Grading System:** Instructors record theory grades for each student using 100 Percent Grading Scale, as follows:

4.0	90 -100% =	A =	Excellent
3.0	80 - 89% =	B =	Good
2.0	75 - 79% =	C =	Satisfactory
1.0	67 - 74% =	D =	Unsatisfactory
	0 - 66% =	F =	Fail

**Attendance Policy:** Minimum attendance required of 80% of total course hours.

**Completion Requirements:** Pass mark on lab objectives, plus minimum average of 75% and compliance of attendance policy (not missing more than 20% of total course hours).

**Course Timeframe:** 15 meetings

Start date: \_\_\_\_\_

End date: \_\_\_\_\_

Hrs: \_\_\_\_\_

## COURSE SYLLABUS & OUTLINE

**Program:** Vocational Nursing – Associate of Applied Sciences

**Course Title/Number:** Chemistry 101 - Chemistry

**Instructor:** \_\_\_\_\_

**Course Description:** This course is designed to offer a comprehensive study of Chemistry, providing an overview of all aspects of modern chemistry. The students will be introduced to fundamental theories of inorganic chemistry, such as atomic structure, gas laws, and chemical calculations. The laboratory portion of the course correlated to the materials presented in lecture.

**Course Objectives:** Upon completion of this course, students should be able to:

- Understand the importance of the scientific method
- Perform chemical calculations
- Explain the atomic structures
- Compare the gases laws
- Analyze and explain chemical reactions

**Clock/Credit Hours:** 45 hrs. of lecture + 45 hrs. of lab.= 6.5 quarter credit units

**Prerequisites Required:** Admission to the Nursing Program

**Instructional Resources:** Textbook: An Introduction to General Chemistry, *Blei & Odian*, 2<sup>nd</sup> Edition, Freeman Company, 2006

**Methods of Instruction:** Lecture, Discussion; Reading; Transparencies; Study Guide, Audiovisual Aids; Demonstration

**Method of Evaluation:** Theory: Average of tests given throughout the course  
Lab: Students are evaluated in the clinical areas using a "Pass"/"Fail" designation, based upon successful completion of the lab objectives.

**Grading System for theory:** Instructors record theory grades for each student using 100 Percent Grading Scale, as follows:

4.0	90 - 100% =	A =	Excellent
3.0	80 - 89% =	B =	Good
2.0	75 - 79% =	C =	Satisfactory
1.0	67 - 74% =	D =	Unsatisfactory
	0 - 74% =	F =	Fail

**Attendance Policy:** Minimum attendance required of 80% of total course hours.

**Completion Requirements:** Pass mark on lab objectives, plus minimum average of 75% and compliance of attendance policy (not missing more than 20% of total course)

**Course Timeframe:** 15 meetings

Start date: \_\_\_\_\_

End date: \_\_\_\_\_

Hrs: \_\_\_\_\_ - \_\_\_\_\_

### Course Outline

Week/Date	Topic	Readings
1	INTRODUCTION <ul style="list-style-type: none"> <li>The language of Chemistry</li> <li>The unit-conversion method</li> <li>Element names and symbols</li> </ul>	Blei & Odian Ch. 1
2	TEMPERATURE & DENSITY / ATOMIC STRUCTURE <ul style="list-style-type: none"> <li>Density calculations</li> <li>Temperature conversions</li> <li>Atomic Mass</li> <li>Periodic Table</li> </ul>	Blei & Odian Ch. 1 & 2
3	QM MODEL / MOLECULES AND CHEMICAL BONDS <ul style="list-style-type: none"> <li>QM Model</li> <li>Ionic and covalent bonds</li> <li>Octet rule and ion formation</li> <li>Binary ionic compounds</li> </ul>	Blei & Odian Ch. 2 & 3
4	MOLECULES AND CHEMICAL BONDS (CONT'D) <ul style="list-style-type: none"> <li>Ionic compounds</li> <li>Covalent compounds</li> <li>Lewis structures</li> </ul>	Blei & Odian Ch. 3
5	MOLECULES (CONT'D) & CHEMICAL CALCULATIONS <ul style="list-style-type: none"> <li>Polar and non-polar bonds</li> <li>VSEPR theory</li> <li>Formula mass</li> <li>Avogadro's number</li> </ul>	Blei & Odian Ch. 3 & 4
6	CHEMICAL CALCULATIONS (CONT'D) <ul style="list-style-type: none"> <li>Mole</li> <li>Mole and gram conversion</li> <li>Empirical formulas</li> </ul> <b>TEST # 1</b>	Blei & Odian Ch. 4
7	CHEMICAL CALCULATIONS (CONT'D) & PROPERTIES OF GASES <ul style="list-style-type: none"> <li>Balance equations</li> <li>Stoichiometric calcs.</li> <li>Kinetic theory of gases</li> </ul>	Blei & Odian Ch. 4 & 5

## COURSE SYLLABUS & OUTLINE

**Program:** Vocational Nursing – Associate of Applied Sciences

**Course Title/Number:** Biology 104 – Principles of Microbiology

**Instructor:** \_\_\_\_\_

**Course Description:** This course offers a comprehensive study of Microbiology under the health science perspective, providing an overview of all aspects of modern microbiology, enabling students to carry out their duties in an informed, safe and efficient manner. The course includes the study of the morphology, physiology, genetics, taxonomy, and ecology of microorganisms. Topics such as principles of immunology, control of microbes, and their relationship to disease are also included. The laboratory portion of the course focuses on practical applications of the material presented in lecture. Students will learn new techniques and will be exposed to a variety of experiments and observations.

**Course Objectives:** Upon completion of this course, students should be able to:

- Identify major microorganisms symbiotic or harmful for the human body
- Integrate the different microorganismal systems and describe how each plays a role in the body as a whole
- Compare and contrast structural differences found in health and disease
- Apply critical thinking in various clinically-related situations
- Appropriately use microbiological terminology when referring to the human body

**Clock/Credit Hours:** 45 hrs. of lecture + 45 hrs. of lab.= 6.5 quarter credit units

**Prerequisites Required:** Admission to the Nursing Program

**Instructional Resources:** Textbook: Burton's Microbiology for the Health Sciences, *Engelkirk & Burton*, 8<sup>th</sup> Edition, Lippincott Williams & Wilkins, 2006 and Instructor's Handouts

**Methods of Instruction:** Lecture, Discussion; Reading; Transparencies; Study Guide, Audiovisual Aids; Demonstration

**Method of Evaluation:** Theory: Average of tests given throughout the course  
Lab: Students are evaluated in the clinical areas using a "Pass"/"Fail" designation, based upon successful completion of the lab objectives.



**Grading System for theory:** Instructors record theory grades for each student using 100 Percent Grading Scale, as follows:

4.0	90 - 100% =	A =	Excellent
3.0	80 - 89% =	B =	Good
2.0	75 - 79% =	C =	Satisfactory
1.0	67 - 74% =	D =	Unsatisfactory
	0 - 66% =	F =	Fail

**Attendance Policy:** Minimum attendance required of 80% of total course hours.

**Completion Requirements:** Pass mark on lab objectives, plus minimum average of 75% and compliance of attendance policy (not missing more than 20% of total course)

**Course Timeframe:** 15 meetings

Start date: \_\_\_\_\_

End date: \_\_\_\_\_

Hrs: \_\_\_\_\_ - \_\_\_\_\_



**CBD COLLEGE**



***WE ALL SPEAK THE SAME LANGUAGE!***

5724 W 3RD ST # 314 LOS ANGELES, CA 90036-3085

(977) 770-4CBD (323) 937-7772

## **VOCATIONAL NURSING PROGRAM.**

### **MODULE ONE: FOUNDATIONS OF NURSING**

#### **CLINICAL OBJECTIVES**

AT THE END OF THE CLINICAL EXPERIENCE, THE STUDENT WILL BE ABLE TO:

	OBJECTIVES
1.	PROVIDE CARE FOR PATIENTS/RESIDENTS WITHIN THE SCOPE OF PRACTICE OF THE VOCATIONAL NURSING PROFESSIONAL.
2.	PROVIDE CARE FOR PATIENTS/RESIDENTS WITH A CARING ATTITUDE AND AN UNDERSTANDING OF THE PATIENTS/RESIDENTS CULTURAL BELIEFS AND PRACTICES.
3.	APPLY THE FOUR STEPS OF THE NURSING PROCESS WHICH INCLUDE ASSESSMENT, PLANNING, IMPLEMENTATION, AND EVALUATION IN A PATIENTS/RESIDENTS CARE SETTING
4.	DELIVER CARE TO PATIENTS/RESIDENTS IN COMPLIANCE WITH THE PROFESSIONAL STANDARDS OF NURSING PRACTICE AS WELL AS THE LEGAL AND ETHICAL GUIDELINES SET FORTH BY THE CALIFORNIA VN PRACTICE ACT.
5.	DEMONSTRATE UNDERSTANDING OF PT. CONFIDENTIALITY, BOTH VERBAL AND WRITTEN AND, ADHERE TO THE POLICIES OF THE CLINICAL SITE.
6.	DELIVER PATIENTS/RESIDENTS CARE KNOWING THE COMMON CHARACTERISTICS, CONCEPTS, AND PROCESSES RELATED TO TRANSMISSION OF COMMUNICABLE DISEASES INCLUDING ANY RISK FACTORS AND PREVENTIVE HEALTH PRACTICES.
7.	DELIVER SAFE PATIENTS/RESIDENTS CARE UTILIZING NURSING SKILLS COMPETENTLY, UNDER THE SUPERVISION OF THE CLINICAL INSTRUCTOR.
8.	ASSESS THE COMPREHENSIVE WELLNESS STATUS: BODY, MIND AND SPIRIT OF THE IDENTIFIED PATIENTS/RESIDENTS.

9.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF BODY MECHANICS TO ENSURE PATIENTS/RESIDENTS AND STUDENT SAFETY.
10.	DEMONSTRATE PROPER USE AND MONITORING OF PATIENTS/RESIDENTS PROTECTIVE DEVICES SUCH AS: MITTENS, WAIST RESTRAINS, ETC.
11.	PROVIDE END-OF-LIFE CARE ACCORDING WITH FACILITY PROTOCOL
12.	PROVIDE PROPER PATIENTS/RESIDENTS PRIVACY WHILE ASSISTING WITH PERSONAL CARE.
13.	ASSESS/DISCUSS PATIENTS/RESIDENTS NUTRITIONAL NEEDS. ASSIST WITH FEEDING.
14.	DEMONSTRATE AT ALL TIME PROPER HAND WASHING TECHNIQUE, UTILIZING STANDARD PRECAUTIONS, RULES OF ASEPSIS, AND STERILE PROCEDURES WHEN APPLICABLE.

**CBD COLLEGE**



***WE ALL SPEAK THE SAME LANGUAGE!***

5724 W 3RD ST # 314 LOS ANGELES, CA 90036-3085

(977) 770-4CBD (323) 937-7772

## **VOCATIONAL NURSING PROGRAM.**

### **MODULE TWO: BASIC CLINICAL CONCEPTS OF NURSING**

#### **CLINICAL OBJECTIVES**

AT THE END OF THE CLINICAL EXPERIENCE, THE STUDENT WILL BE ABLE TO:

	OBJECTIVES
1.	PROVIDE CARE FOR PATIENTS/RESIDENTS WITHIN THE SCOPE OF PRACTICE OF THE VOCATIONAL NURSING PROFESSIONAL.
2.	PROVIDE CARE FOR PATIENTS/RESIDENTS WITH A CARING ATTITUDE AND AN UNDERSTANDING OF THE PATIENTS/RESIDENTS CULTURAL BELIEFS AND PRACTICES.
3.	APPLY THE FOUR STEPS OF THE NURSING PROCESS WHICH INCLUDE ASSESSMENT, PLANNING, IMPLEMENTATION, AND EVALUATION IN A PATIENTS/RESIDENTS CARE SETTING
4.	DELIVER CARE TO PATIENTS/RESIDENTS IN COMPLIANCE WITH THE PROFESSIONAL STANDARDS OF NURSING PRACTICE AS WELL AS THE LEGAL AND ETHICAL GUIDELINES SET FORTH BY THE CALIFORNIA VN PRACTICE ACT.
5.	DEMONSTRATE UNDERSTANDING OF PT. CONFIDENTIALITY, BOTH VERBAL AND WRITTEN AND, ADHERE TO THE POLICIES OF THE CLINICAL SITE.
6.	DELIVER PATIENTS/RESIDENTS CARE KNOWING THE COMMON CHARACTERISTICS, CONCEPTS, AND PROCESSES RELATED TO TRANSMISSION OF COMMUNICABLE DISEASES INCLUDING ANY RISK FACTORS AND PREVENTIVE HEALTH PRACTICES.
7.	DELIVER SAFE PATIENTS/RESIDENTS CARE UTILIZING NURSING SKILLS COMPETENTLY, UNDER THE SUPERVISION OF THE CLINICAL INSTRUCTOR.
8.	ASSESS THE COMPREHENSIVE WELLNESS STATUS: BODY, MIND AND SPIRIT OF THE IDENTIFIED PATIENTS/RESIDENTS.

9.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING ASSESSMENT PROCESS FOR THE PATIENT PREPARING FOR SURGERY (PRE-OP), RETURNING FROM SURGERY (POST-OP), AS WELL AS THE PROPER ASSESSMENT AND CARE OF SURGICAL WOUNDS.
10.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING PROCESS IN PLANNING AND PROVIDING CARE TO THE PATIENT WITH CANCER.
11.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING PROCESS IN PLANNING AND PROVIDING CARE TO THE PATIENT WITH A MUSCULOSKELETAL DISORDER, SPECIFICALLY THE CARE OF PATIENT'S WITH HIP FRACTURES (S/P ORIF) AND RHEUMATOID AND OSTEOARTHRITIS.
12.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING PROCESS IN PLANNING AND PROVIDING CARE TO THE PATIENT WITH A RESPIRATORY DISORDER, SPECIFICALLY THE CARE OF PATIENT'S WITH COPD.
13.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING PROCESS IN PLANNING AND PROVIDING CARE TO THE PATIENT WITH A CARDIOVASCULAR DISORDER, SPECIFICALLY THE CARE OF PATIENT'S WITH HEART FAILURE, S/P MI, HYPERTENSION.
14.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING PROCESS IN PLANNING AND PROVIDING CARE TO THE PATIENT WITH A BLOOD/LYMPH DISORDER, SPECIFICALLY THE CARE OF PATIENT'S WITH: IRON DEFECENCY ANEMIA.
15.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING PROCESS IN PLANNING AND PROVIDING CARE TO THE PATIENT WITH AN IMMUNE DISORDER/HIV AIDS. FOCUSING ON SPECIFIC FORMS OF PATIENT ISOLATION AND PPE USED IN THESE DISORDERS.

**CBD COLLEGE**



**WE ALL SPEAK THE SAME LANGUAGE!**

5724 W 3RD ST # 314 LOS ANGELES, CA 90036-3085

(977) 770-4CBD (323) 937-7772

## **VOCATIONAL NURSING PROGRAM.**

### **MODULE THREE: BASIC CLINICAL CONCEPTS II OF NURSING**

#### **CLINICAL OBJECTIVES**

AT THE END OF THE CLINICAL EXPERIENCE, THE STUDENT WILL BE ABLE TO:

	OBJECTIVES
1.	PROVIDE CARE FOR PATIENTS/RESIDENTS WITHIN THE SCOPE OF PRACTICE OF THE VOCATIONAL NURSING PROFESSIONAL.
2.	PROVIDE CARE FOR PATIENTS/RESIDENTS WITH A CARING ATTITUDE AND AN UNDERSTANDING OF THE PATIENTS/RESIDENTS CULTURAL BELIEFS AND PRACTICES.
3.	APPLY THE FOUR STEPS OF THE NURSING PROCESS WHICH INCLUDE ASSESSMENT, PLANNING, IMPLEMENTATION, AND EVALUATION IN A PATIENTS/RESIDENTS CARE SETTING
4.	DELIVER CARE TO PATIENTS/RESIDENTS IN COMPLIANCE WITH THE PROFESSIONAL STANDARDS OF NURSING PRACTICE AS WELL AS THE LEGAL AND ETHICAL GUIDELINES SET FORTH BY THE CALIFORNIA VN PRACTICE ACT.
5.	DEMONSTRATE UNDERSTANDING OF PT. CONFIDENTIALITY, BOTH VERBAL AND WRITTEN AND, ADHERE TO THE POLICIES OF THE CLINICAL SITE.
6.	DELIVER PATIENTS/RESIDENTS CARE KNOWING THE COMMON CHARACTERISTICS, CONCEPTS, AND PROCESSES RELATED TO TRANSMISSION OF COMMUNICABLE DISEASES INCLUDING ANY RISK FACTORS AND PREVENTIVE HEALTH PRACTICES.
7.	DELIVER SAFE PATIENTS/RESIDENTS CARE UTILIZING NURSING SKILLS COMPETENTLY, UNDER THE SUPERVISION OF THE CLINICAL INSTRUCTOR.
8.	ASSESS THE COMPREHENSIVE WELLNESS STATUS: BODY, MIND AND SPIRIT OF THE IDENTIFIED PATIENTS/RESIDENTS.

9.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING ASSESSMENT PROCESS FOR THE PATIENT WITH NEUROLOGICAL DISORDERS SPECIFICALLY PATIENT'S WITH DEGENERATIVE DISORDERS SUCH AS: MULTIPLE SCLEROSIS, ALZHEIMER'S DISEASE, AS WELL AS PATIENT'S THAT ARE S/P STROKE, AND THOSE HAVING SEIZURE DISORDERS.
10.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING PROCESS FOR THE PATIENT WITH VISUAL AND AUDITORY DISORDERS SUCH AS: GLAUCOMA, S/P CATARACT LENS REPLACEMENT SURGERY, COCHLEAR IMPLANT, AS WELL AS PATIENT'S WITH LIMITED VISUAL ACUITY AND HEARING LOSS.
11.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING PROCESS IN PLANNING AND PROVIDING CARE TO THE PATIENT WITH A GASTROINTESTINAL DISORDERS, SPECIFICALLY, PATIENT'S WITH ULCERS, DIVERTICULITIS, ULCERATIVE COLITIS.
12.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING PROCESS IN PLANNING AND PROVIDING CARE TO THE PATIENT WITH A DISORDER OF THE GALLBLADDER, LIVER OR BILIARY TRACT SPECIFICALLY PATIENT'S WITH HISTORIES OF CIRRHOSIS AND CHOLESTYSTITIS.
13.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING PROCESS IN PLANNING AND PROVIDING CARE TO THE PATIENT WITH AN URINARY DISORDER SUCH AS: RECURRENT UTI'S, RENAL FAILURE, PATIENT'S UNDERGOING DIALYSIS.
14.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING PROCESS IN PLANNING AND PROVIDING CARE TO THE PATIENT WITH AN ENDOCRINE DISORDER SUCH AS: DIABETES MELLITUS, HYPOTHYROIDISM.
15.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING PROCESS IN PLANNING AND PROVIDING CARE TO THE PATIENT WITH A REPRODUCTIVE DISORDER SUCH AS MENOPAUSE.



**CBD COLLEGE**



***WE ALL SPEAK THE SAME LANGUAGE!***

5724 W 3RD ST # 314 LOS ANGELES, CA 90036-3085

(977) 770-4CBD (323) 937-7772

## **VOCATIONAL NURSING PROGRAM.**

### **MODULE FOUR: VOCATIONAL NURSING.**

#### **CLINICAL OBJECTIVES-MEDICAL/SURGICAL NURSING**

AT THE END OF THE CLINICAL EXPERIENCE, THE STUDENT WILL BE ABLE TO:

	OBJECTIVES
1.	PROVIDE CARE FOR PATIENTS/RESIDENTS WITHIN THE SCOPE OF PRACTICE OF THE VOCATIONAL NURSING PROFESSIONAL.
2.	PROVIDE CARE FOR PATIENTS/RESIDENTS WITH A CARING ATTITUDE AND AN UNDERSTANDING OF THE PATIENTS/RESIDENTS CULTURAL BELIEFS AND PRACTICES.
3.	APPLY THE FOUR STEPS OF THE NURSING PROCESS WHICH INCLUDE ASSESSMENT, PLANNING, IMPLEMENTATION, AND EVALUATION IN A PATIENTS/RESIDENTS CARE SETTING
4.	DELIVER CARE TO PATIENTS/RESIDENTS IN COMPLIANCE WITH THE PROFESSIONAL STANDARDS OF NURSING PRACTICE AS WELL AS THE LEGAL AND ETHICAL GUIDELINES SET FORTH BY THE CALIFORNIA VN PRACTICE ACT.
5.	DEMONSTRATE UNDERSTANDING OF PT. CONFIDENTIALITY, BOTH VERBAL AND WRITTEN AND, ADHERE TO THE POLICIES OF THE CLINICAL SITE.
6.	DELIVER PATIENTS/RESIDENTS CARE KNOWING THE COMMON CHARACTERISTICS, CONCEPTS, AND PROCESSES RELATED TO TRANSMISSION OF COMMUNICABLE DISEASES INCLUDING ANY RISK FACTORS AND PREVENTIVE HEALTH PRACTICES.
7.	DELIVER SAFE PATIENTS/RESIDENTS CARE UTILIZING NURSING SKILLS COMPETENTLY, UNDER THE SUPERVISION OF THE CLINICAL INSTRUCTOR.
8.	ASSESS THE COMPREHENSIVE WELLNESS STATUS: BODY, MIND AND SPIRIT OF THE IDENTIFIED PATIENTS/RESIDENTS.

9.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING ASSESSMENT PROCESS FOR THE PATIENT WITH A PSYCHIATRIC DISORDER.
10.	DEMONSTRATE THE ABILITY TO REVIEW THE NURSING PLAN OF CARE FOR A PATIENT WITH PSYCHIATRIC DISORDERS AND MAKE EFFECTIVE ADDITIONS BASED ON APPROPRIATE NURSING RATIONALE.
11.	DEMONSTRATE COMPETENCY AND CLEAR KNOWLEDGE OF THE SIX (6) MEDICATION RIGHTS IN THE PREPARATION AND ADMINISTRATION OF PSYCHITRIC MEDICATIONS.
12.	DEMONSTRATE COMPETENCY IN HEAD TO TOE PATIENT ASSESSMENT AND IS ABLE TO IDENTIFY SIGNIFICANT CHANGES IN PATIENT STATUS AND REPORT THOSE TO THE PHYSICIAN.
13.	DEMONSTRATE COMPETENT KNOWLEDGE OF THE VN SCOPE OF PRACTICE AND MAINTAINS ALL NURSING ACTIONS AND INTERVENTIONS WITHIN THIS SCOPE.
14.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING PROCESS IN PLANNING AND PROVIDING CARE TO REHABILITATION PATIENT.
15.	DEMONSTRATE COMPETENCY IN CLINICAL TIME MANAGEMENT, APPROPRIATE DELEGATION AND SUPERVISION OF NURSING TASKS.

**CBD COLLEGE**



***WE ALL SPEAK THE SAME LANGUAGE!***

5724 W 3RD ST # 314 LOS ANGELES, CA 90036-3085

(977) 770-4CBD (323) 937-7772

## **VOCATIONAL NURSING PROGRAM.**

### **MODULE FOUR: VOCATIONAL NURSING**

#### **CLINICAL OBJECTIVES-MATERNITY NURSING**

AT THE END OF THE CLINICAL EXPERIENCE, THE STUDENT WILL BE ABLE TO:

	OBJECTIVES
1.	PROVIDE CARE FOR PATIENTS/RESIDENTS WITHIN THE SCOPE OF PRACTICE OF THE VOCATIONAL NURSING PROFESSIONAL.
2.	PROVIDE CARE FOR PATIENTS/RESIDENTS WITH A CARING ATTITUDE AND AN UNDERSTANDING OF THE PATIENTS/RESIDENTS CULTURAL BELIEFS AND PRACTICES.
3.	APPLY THE FOUR STEPS OF THE NURSING PROCESS WHICH INCLUDE ASSESSMENT, PLANNING, IMPLEMENTATION, AND EVALUATION IN A PATIENTS/RESIDENTS CARE SETTING
4.	DELIVER CARE TO PATIENTS/RESIDENTS IN COMPLIANCE WITH THE PROFESSIONAL STANDARDS OF NURSING PRACTICE AS WELL AS THE LEGAL AND ETHICAL GUIDELINES SET FORTH BY THE CALIFORNIA VN PRACTICE ACT.
5.	DEMONSTRATE UNDERSTANDING OF PT. CONFIDENTIALITY, BOTH VERBAL AND WRITTEN AND, ADHERE TO THE POLICIES OF THE CLINICAL SITE.
6.	DELIVER PATIENTS/RESIDENTS CARE KNOWING THE COMMON CHARACTERISTICS, CONCEPTS, AND PROCESSES RELATED TO TRANSMISSION OF COMMUNICABLE DISEASES INCLUDING ANY RISK FACTORS AND PREVENTIVE HEALTH PRACTICES.
7.	DELIVER SAFE PATIENTS/RESIDENTS CARE UTILIZING NURSING SKILLS COMPETENTLY, UNDER THE SUPERVISION OF THE CLINICAL INSTRUCTOR.
8.	ASSESS THE COMPREHENSIVE WELLNESS STATUS: BODY, MIND AND SPIRIT OF THE IDENTIFIED PATIENTS/RESIDENTS.

9.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING ASSESSMENT OF THE PREGNANT PATIENT AND REPORT SIGNIFICANT CHANGES TO THE PHYSICIAN.
10.	DEMONSTRATE THE ABILITY TO REVIEW AND INTERPRET THE PRENATAL HISTORY OF A PREGNANT PATIENT AND APPROPRIATELY ADD TO THE NURSING CARE PLAN.
11.	DEMONSTRATE COMPETENCY AND CLEAR KNOWLEDGE OF THE SIX (6) MEDICATION RIGHTS IN THE PREPARTION AN ADMINISTRATION OF MEDICATIONS TO THE PRENATAL, PERINATAL AND POST-PARTUM PATIENT.
12.	DEMONSTRATES THE ABILITY TO ACTIVELY ASSIST THE NURSING STAFF IN SETTING UP AND PROVIDING PRENATAL, PERINATAL AND POSTPARTUM CARE.
13.	ACTIVELY OBSERVES THE PROCESS OF LABOR AND DELIVERY EITHER VAGINAL AND/OR C-SECTION.

**CBD COLLEGE**



***WE ALL SPEAK THE SAME LANGUAGE!***

5724 W 3RD ST # 314 LOS ANGELES, CA 90036-3085

(977) 770-4CBD (323) 937-7772

## **VOCATIONAL NURSING PROGRAM.**

### **MODULE FOUR: VOCATIONAL NURSING**

#### **CLINICAL OBJECTIVES-PEDIATRIC NURSING**

AT THE END OF THE CLINICAL EXPERIENCE, THE STUDENT WILL BE ABLE TO:

	OBJECTIVES
1.	PROVIDE CARE FOR PATIENTS/RESIDENTS WITHIN THE SCOPE OF PRACTICE OF THE VOCATIONAL NURSING PROFESSIONAL.
2.	PROVIDE CARE FOR PATIENTS/RESIDENTS WITH A CARING ATTITUDE AND AN UNDERSTANDING OF THE PATIENTS/RESIDENTS CULTURAL BELIEFS AND PRACTICES.
3.	APPLY THE FOUR STEPS OF THE NURSING PROCESS WHICH INCLUDE ASSESSMENT, PLANNING, IMPLEMENTATION, AND EVALUATION IN A PATIENTS/RESIDENTS CARE SETTING
4.	DELIVER CARE TO PATIENTS/RESIDENTS IN COMPLIANCE WITH THE PROFESSIONAL STANDARDS OF NURSING PRACTICE AS WELL AS THE LEGAL AND ETHICAL GUIDELINES SET FORTH BY THE CALIFORNIA VN PRACTICE ACT.
5.	DEMONSTRATE UNDERSTANDING OF PT. CONFIDENTIALITY, BOTH VERBAL AND WRITTEN AND, ADHERE TO THE POLICIES OF THE CLINICAL SITE.
6.	DELIVER PATIENTS/RESIDENTS CARE KNOWING THE COMMON CHARACTERISTICS, CONCEPTS, AND PROCESSES RELATED TO TRANSMISSION OF COMMUNICABLE DISEASES INCLUDING ANY RISK FACTORS AND PREVENTIVE HEALTH PRACTICES.
7.	DELIVER SAFE PATIENTS/RESIDENTS CARE UTILIZING NURSING SKILLS COMPETENTLY, UNDER THE SUPERVISION OF THE CLINICAL INSTRUCTOR.
8.	ASSESS THE COMPREHENSIVE WELLNESS STATUS: BODY, MIND AND SPIRIT OF THE IDENTIFIED PATIENTS/RESIDENTS.

9.	DEMONSTRATE COMPETENT AND APPROPRIATE APPLICATION OF THE NURSING ASSESSMENT OF THE PEDIATRIC PATIENT AND REPORT SIGNIFICANT CHANGES TO THE PHYSICIAN.
10.	DEMONSTRATE THE ABILITY TO REVIEW AND INTERPRET THE PRENATAL HISTORY OF A PEDIATRIC PATIENT AND APPROPRIATELY ADD TO THE NURSING CARE PLAN.
11.	DEMONSTRATE COMPETENCY AND CLEAR KNOWLEDGE OF THE SIX (6) MEDICATION RIGHTS IN THE PREPARATION AND ADMINISTRATION OF MEDICATIONS TO THE PEDIATRIC PATIENT.
12.	DEMONSTRATES THE ABILITY TO ACTIVELY ASSIST THE NURSING STAFF IN SETTING UP AND PROVIDING PEDIATRIC NURSING CARE.
13.	DEMONSTRATE COMPETENCY IN PERFORMING A HEAD-TO-TOE ASSESSMENT ON A PEDIATRIC PATIENT.

lesson plans



## CBD College of Nursing Vocational Nursing Program Lesson Plan

INSTRUCTOR: \_\_\_\_\_

DATE: \_\_\_\_\_

TOPIC: \_\_\_\_\_

### Module I: Week 3- Vital Signs and Physical Assessment

Objectives/Competency	Content	Method of Instruction
<b>Vital Signs</b> 1. Define key terms related to vital signs. 2. Identify the vital signs. 3. Discuss the importance of accurately assessing vital signs. 4. Identify the guidelines for vital sign measurement. 5. List the various sites for pulse measurement. 6. State the normal limits of each vital sign. 7. List the factors that affect vital sign reading. 8. Identify the rationale for each step of the vital signs procedures.	0830-1015: Define key terms related to vital signs. Identify the vital signs. Discuss the importance of accurately assessing vital signs. Identify the guidelines for vital sign measurement.  1015-1030: Break  1030-1200: List the various sites for pulse measurement. State the normal limits of each vital sign. List the factors that affect vital sign reading. Identify the rationale for each step of the vital signs procedures.	Lecture Discussion Reading Transparencies Study Guide Audiovisual Aids Demonstration
<b>Physical Assessment</b> 1. Define the key terms related to physical assessment. 2. Discuss the difference between a sign and a symptom. 3. List the cardinal signs of inflammation and infection. 4. Describe the nursing responsibilities when assisting a physician with the physical examination. 5. List equipment and supplies necessary for the physical examination/assessment. 6. Discuss the nurse-patient interview and data collection techniques. 7. List the basic essentials for a patient's health history. 8. Discuss the sequence of steps when performing a nursing assessment. 9. Discuss normal and abnormal assessment findings in the head-to-toe assessment.	1200-1245: Lunch  1245-1345: Define the key terms related to physical assessment. Discuss the difference between a sign and a symptom. List the cardinal signs of inflammation and infection. Describe the nursing responsibilities when assisting a physician with the physical examination. List equipment and supplies necessary for the physical.  1345-1400: Break  1400-1500: Discuss the nurse-patient interview and data collection techniques. List the basic essentials for a patient's health history. Discuss the sequence of steps when performing a nursing assessment. Discuss normal and abnormal assessment findings in the head-to-toe assessment.	<b>Training Aides &amp; Handouts</b> Christensen-Kockrow (FON) Ch. 11 Pgs. 235-269 and Ch. 4 Pgs 53-80 Powerpoint presentation. Mosby clinical excursion
		<b>Evaluation Methods</b> Testing Case studies Return demonstration Group presentation Role-playing Instructor observation Critical thinking
		<b>Assignments</b> Study Guide FON Ch. 4 and 11





5724 West 3<sup>rd</sup> Street, Suite 314 • Los Angeles, California 90036 • Tel. (323) 937-7772 • Fax (323) 937-4472

CBD College of Nursing  
Vocational Nursing Program  
Lesson Plan

INSTRUCTOR: \_\_\_\_\_

DATE: \_\_\_\_\_ TOPIC: \_\_\_\_\_

Module II: Week 10- Blood/Lymph system

Objectives/Competency	Content	Method of Instruction
<b>Anatomy/Physiology</b> 1. Describe the components of blood 2. Differentiate between the functions of erythrocytes, leukocytes, and thrombocytes. 3. Discuss the several factors necessary for the formation of erythrocytes. 4. Describe what the leukocyte differential means 5. Describe the blood clotting process 6. List the names of the basic blood groups 7. Describe the generalized functions of the lymphatic system and list the primary lymphatic structures.	0830-1015: Describe the components of blood  Differentiate between the functions of erythrocytes, leukocytes, and thrombocytes.  Discuss the several factors necessary for the formation of erythrocytes  Describe the blood clotting process  1015-1030: Break  1030-1200: List the names of the basic blood groups  Describe the generalized functions of the lymphatic system and list the primary lymphatic structures.	Lecture Discussion Reading Transparencies Study Guide Audiovisual aids Demonstration
<b>Medical/Surgical Nursing:</b> 1. Define the key terms related to blood 2. List common diagnostic tests for evaluation of blood and lymph disorders of the hematological and lymphatic systems 3. Define the key terms related to blood 4. List common diagnostic tests for evaluation of blood and lymph disorders of the hematological and lymphatic systems 5. List six signs and symptoms associated hypovolemic shock. 6. Discuss important aspects that should be presented in patient teaching and home care planning for the patient with pernicious anemia	Define the key terms related to blood  List common diagnostic tests for evaluation of blood and lymph disorders of the hematological and lymphatic systems.  1200-1245: Lunch  1245-1345: List common diagnostic tests for evaluation of blood and lymph disorders of the hematological and lymphatic systems. List six signs and symptoms associated hypovolemic shock  1345-1400: Break  1400-1500: Discuss important aspects that should be presented in patient teaching and home care planning for the patient with pernicious anemia	<b>Training Aides &amp; Handouts</b>  Christensen-Kockrow (FON) Ch. 7 (p 286-327) Powerpoint Presentation
		<b>Evaluation Methods</b>  Testing Case Study Return Demonstration Group Presentation Role playing Instructor observation Critical thinking
		<b>Assignments</b>  Study guide FON Ch. 7 Blood/Lymph Disorders.



5724 West 3<sup>rd</sup> Street, Suite 314 • Los Angeles, California 90036 • Tel. (323) 937-7772 • Fax (323) 937-4472

<p>7 Discuss the etiology/pathophysiology, clinical manifestation assessment, diagnostic tests, medical management nursing interventions, patient teaching and prognosis for patients with acute and chronic leukemia, or multiple myeloma malignant lymphoma and Hodgkin's disease</p> <p>8 Discuss the potential complications of diagnostic tests, treatments procedures.</p>	<p>pernicious anemia</p> <p>Discuss the etiology/pathophysiology, clinical manifestation assessment, diagnostic tests, medical management nursing interventions, patient teaching and prognosis for patients with acute and chronic leukemia, or multiple myeloma, malignant lymphoma and Hodgkin's disease</p> <p>Discuss the potential complications of diagnostic tests, treatments procedures.</p>	
--	--	--



5724 West 3<sup>rd</sup> Street, Suite 314 • Los Angeles, California 90036 • Tel. (323) 937-7772 • Fax (323) 937-4472

<p>surgery or health alterations for the patient with a blood/lymph disorder</p> <p>9. Discuss the unexpected response to therapy for the patient with a blood/lymph disorder.</p>		
--	--	--



## CBD College of Nursing Vocational Nursing Program Lesson Plan

INSTRUCTOR: \_\_\_\_\_

DATE: \_\_\_\_\_ TOPIC: \_\_\_\_\_

### Module III: Week 3-Care of the patient with a Visual and Auditory Disorder.

Objectives/Competency	Content	Method of Instruction
<u>Anatomy/Physiology:</u> List the major sense organs and discuss their anatomical position. List the parts of the eye and define the function of each part. List the three divisions of the ear, and discuss the function of each. <u>Nursing theory:</u> Define key terms related to visual and auditory disorders. Describe two changes in the sensory system that occur as a result of the normal aging process. Describe inflammatory conditions of the lid, conjunctiva, cornea, cataracts, diabetic retinopathy, detachment, glaucoma, macular degeneration, corneal injuries, ear inflammatory and infectious disorders with etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis. Differentiate between conductive and sensorineural hearing loss. List tips for communicating with hearing and sight impaired people. Discuss the potential complications of diagnostic tests, treatments, procedures, surgery or health alterations for the patient with a visual or auditory disorder. Discuss therapeutic procedures for the patient with a visual or auditory disorder. Discuss the unexpected response to therapy for the patient with a visual or auditory disorder. <u>Pharmacology:</u> Discuss the drugs used to treat visual and auditory disorders. <u>Gerontological Nursing:</u> Discuss the care of the older patient with visual and auditory disorders. <u>Nutrition:</u> Discuss the recommended diet therapy for patients with visual and auditory disorders.	0830-1015: List the major sense organs and discuss their anatomical position. List the parts of the eye and define the function of each part. List the three divisions of the ear, and discuss the function of each.	Lecture Discussion Reading Transparencies Study Guide Audiovisual Aids Demonstration
	1015-1030: Break	
	1030-1200: Describe two changes in the sensory system that occur as a result of the normal aging process. Describe inflammatory conditions of the lid, conjunctiva, cornea, cataracts, diabetic retinopathy, detachment, glaucoma, macular degeneration, corneal injuries, ear inflammatory and infectious disorders with etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis.	<b>Training Aides &amp; Handouts</b> Christensen-Kockrow (FON) Ch 13 Pgs. 634-684 Powerpoint presentation
	1200-1245: Lunch	
	1245-1345: Differentiate between conductive and sensorineural hearing loss. List tips for communicating with hearing and sight impaired people. Discuss the potential complications of diagnostic tests, treatments, procedures, surgery or health alterations for the patient with a visual or auditory disorder. Discuss therapeutic procedures for the patient with a visual or auditory disorder. Discuss the unexpected response to therapy for the patient with a visual or auditory disorder.	<b>Evaluation Methods</b> Testing Case studies Return Demonstration Group Presentation Role-playing Instructor Observation Critical Thinking
	1345-1400: Break	
	1400-1500: Discuss the drugs used to treat visual and auditory disorders.	<b>Assignments</b> Study Guide (FON) Ch. 13



5724 West 3<sup>rd</sup> Street, Suite 314 • Los Angeles, California 90036 • Tel. (323) 937-7772 • Fax (323) 937-4472

<p>auditory disorders</p> <p><u>Critical Thinking</u></p> <p>Apply critical thinking to the treatment of a patient with visual and auditory disorders</p>	<p>auditory disorders</p> <p>Discuss the care of the older patient with visual and auditory disorders</p> <p>Discuss the recommended diet therapy for patients with visual and auditory disorders</p> <p>Apply critical thinking to the treatment of a patient with visual and auditory disorders</p>	



5724 West 3rd Street, Suite 314 • Los Angeles, California 90036 • Tel. (323) 937-7772 • Fax (323) 937-4472

CBD College of Nursing  
Vocational Nursing Program  
Lesson Plan

INSTRUCTOR:

DATE:

Module IV: Week-1 Basic Concepts of Mental Health

Objectives/Competency	Content	Method of Instruction
1. Define the key terms related to mental health.	<u>0830-1015:</u> Mental Health/Illness concepts Mental Health continuum	Lecture Discussion Audio/Visual aids
2. Discuss the mental health/illness concepts	<u>1015-1030:</u> Break	
3. Describe the mental health continuum	<u>1030-1200:</u> Characteristics Personality	
4. Identify defining characteristics of people who are mentally healthy and those who are mentally ill.	Response to change  <u>1200-1245:</u> Lunch	Training Aides & Handouts Study Guide: FON Chapter 34 pgs 279-289
5. Define the parts of personality	<u>1245-1345:</u> Emotional problems Stress and coping mechanisms Stress management	Power point notes pages
6. Define the factors that influence an individual's response to change.	<u>1400-1500:</u> Stages of illness behavior assessment	
7. Identify factors that contribute to the development of emotional problems or mental illness.	Illness or crisis interventions Barriers to mental health	Evaluation Methods Role playing Critical thinking assessment Instructor observation Case studies Testing
8. Identify barriers to health adaptation.		
9. Identify sources of stress and discuss coping mechanisms.		
10. Explain how stress can be managed		
11. Identify stages of illness behavior.		
12. Identify major components of a nursing assessment		Assignments Study guide FON- Ch. 34

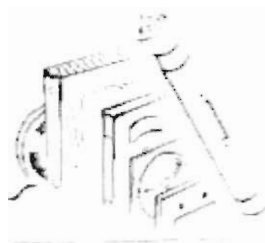


5724 West 3<sup>rd</sup> Street, Suite 314 • Los Angeles, California 90036 • Tel. (323) 937-7772 • Fax (323) 937-4472

<p>that focus on mental health status.</p> <p>13. Identify basic nursing interventions for those experiencing illness or crisis.</p>		<p>Foundations and Adult Health Nursing: Christensen, Kockrow. Chapter 34 pgs 1126-1138</p>

Text books





## CBD College Library

Your Title Comment

### Items by Title - with Call Number

Your Header Comment

26 Feb 2010 2:58 PM

Title	Author	Call Number
101 Smart Questions To Ask On Your Interview 3rd Ed	Fry, Ron	Fry
110 Best Job Search Sites On The Internet	Yonge, Katherine K.	Yon
Adult Health Nursing 5d ed.	Christensen, Barbara Lauritsen.	610.73 Chr
Adult Health Nursing 4th ed	Kockrow, Elaine Oden.	610.73 Chr
Adult Health Nursing, STUDY GUIDE 4	Christensen, Barbara Lauritsen.	610 Chr
The American Heritage Abbreviations Dictionary : A Practical Compilation Of Today's Acronyms And Abbreviations. 2nd ed.	Kockrow, Elaine Oden.	423.1 Hou
The American Heritage Talking Dictionary [computer File] 3rd ed.	Christensen, Barbara / Kockrow, Elaine	423 Sof
Anatomy And Physiology For English Language Learners	Houghton Mifflin Company.	423 Sof
The Anatomy And Physiology Learning System. 3rd ed.	SoftKey International Inc.	423 Sof
Apply Yourself : English For Job Search Success	Penn, Judy Meier. / Hanson, Elizabeth, 1961-	428.6402461 Pen
The Art Of Public Speaking 9th ed.	Applegate, Edith J.	App
Basic Adult Survival English : With Orientation To American Life	Johnson, Lisa, 1960- / Levey, Lynn. / Chafcouloff, Elizabeth.	428.24 Joh
Basic Adult Survival English : With Orientation To American Life	Lucas, Stephen, 1946-	808.51 Luc
Basic College Mathematics 3rd ed.	Walsh, Robert E., 1948-	428.24 Wal
Basic English Grammar 3rd ed. with answer key	Walsh, Robert E., 1948-	428.24 Wal
Basic Geriatric Nursing 4th ed.	Martin-Gay, K. Elayn, 1955-	Mar
Basic Mathematics 1st ed.	Azar, Betty Schramper, 1941-	428.24 Aza
Basic Nursing : Essentials For Practice 6th ed	Wold, Gloria.	618.970231 Wol
Basic Pharmacology For Nurses 14th ed.	Prior, Robert H.	510 Pri
Basic Pharmacology For Nurses 14th ed.	Potter, Patricia Ann. / Perry, Anne Griffin.	610.73076 Pot
Basic Pharmacology For Nurses 13th ed.	Clayton, Bruce D., 1947- / Stock, Yvonne N. / Harroun, Renae D.	615.1 Cla
Beginning Algebra (Beginning Algebra 5th Edition Supplemented With Multimedia Electronic Lecture Notes And ON-line Test) 5th Edition	Clayton, Bruce D., 1947- / Stock, Yvonne N. / Harroun, Renae D.	615.1 Cla
Biology : Concepts & Connections 5th ed.	Clayton, Bruce D., 1947- / Stock, Yvonne N.	615.1024613 Cla
Burton's Microbiology For The Health Sciences 8th ed.	Christensen, Barbara Lauritsen. / Kockrow, Elaine Oden.	Chr
Calculate With Confidence 4th ed	Campbell, Neil A., 1946-	Cam
Career Strategies For The Working Woman	Engelkirk, Paul G. / Burton, Gwendolyn R. W. (Gwendolyn R. Wilson). / Microbiology for the health sciences.	616.9041 Eng
	Morris, Deborah Gray.	Mor
	Scheele, Adele M.	650.14082 Sch

# Items by Title - with Call Number

26 Feb 2010 2:58 PM

Your Header Comment

Title	Author	Call Number
CareerXroads : Career(cross)roads 5th ed.	Crispin, Gerry / Mehler, Mark.	Cri
Caring For Older Adults Holistically 4th ed.	Anderson, Mary Ann, 1946-	618.970231 And
Client Management And Leadership Success : A Course Review Applying Critical Thinking Skills To Test Taking (Davis's Success) 1 Pap/Cdr	Hargrove-huttel, Ray / Colgrove, Kathryn Cadenhead	610 Har
Clinical Calculations : With Applications To General And Specialty Areas 6th ed.	Kee, Joyce LeFever. / Marshall, Sally M.	Kee
Clinical Companion For Ignatavicius-Workman Medical-surgical Nursing : Critical Thinking For Collaborative Care 5th ed.	Hausman, Kathy A. / Hausman, Kathy A. Clinical companion for / Medical-surgical nursing : critical thinking for	Hau
Clinical Microbiology Made Ridiculously Simple (MedMaster Series)	Gladwin, Mark. / Trattler, Bill.	616.01 Gla
Clinical Nursing Skills : Basic To Advanced Skills 6th ed.	Smith, Sandra Fucci. / Duell, Donna, 1938- / Martin, Barbara, M.S.	610.73 Smi
Communication : The Key To The Therapeutic Relationship	Schuster, Pamela McHugh, 1953-	610.730699 Sch
Communicator 1 : The Comprehensive Course In Functional English	Molinsky, Steven J. / Bliss, Bill.	428.24 Mol
Communicator II : The Comprehensive Course In Functional English	Molinsky, Steven J. / Bliss, Bill.	428.24 Mol
Complete Secretary's Handbook 7th ed.	De Vries, Mary Ann. / Doris, Lillian. Complete secretary's handbook.	651.3741 De
Concept Mapping : A Critical-thinking Approach To Care Planning 2nd ed.	Schuster, Pamela McHugh, 1953-	Sch
Contemporary's Put English To Work : Interaction And Competencies For Job Success. Level 1 1	Podnecky, Janet. / Contemporary Books, inc.	Pod.2402465 Lin
Contemporary's Put English To Work : Interaction And Competencies For Job Success. Level 2	Podnecky, Janet. / Contemporary Books, inc.	Pod
Contemporary's Put English To Work : Interaction And Competencies For Job Success. Level 3	Cross, Carole Etchells. / Contemporary Books, Inc.	Cro
Contemporary's Put English To Work : Interaction And Competencies For Job Success. Level 6	Gearhart, Sally. / Contemporary Books, inc.	Gea
Contemporary's Put English To Work : Level 5 : Interaction And Competencies For Job Success	Linn, Sandra. / Contemporary Books, inc.	428.2402465 Lin
A Conversation Book 1	Carver, Tina Kasloff, 1944- / Fotinos, Sandra Douglas, 1940- Carver, Tina Kasloff	428.24 Car
A Conversation Book 1 : English In Everyday Life Teacher's Guide 3rd Rev		
A Conversation Book 2	Carver, Tina Kasloff, 1944- / Fotinos, Sandra Douglas, 1940- Carver, Tina Kasloff / Fotinos, Sandra Douglas	428.24 Car
A Conversation : English In Everyday Life: Bk. 2		
Critical Thinking And Clinical Judgment : A Practical Approach To Outcome-focused Thinking 4th ed.	Alfaro-LeFevre, Rosalinda. / Alfaro-LeFevre, Rosalinda. Critical thinking and / clinical judgement.	610.73 Alf
Cultural Diversity In Health And Illness 3rd ed.	Spector, Rachel E., 1940-	362.10425 Spe
Davis's Comprehensive Handbook Of Laboratory And Diagnostic Tests-- With Nursing Implications	Schnell, Zoanne Burgess. / Van Leeuwen, Anne M. / Kranpitz, Todd R.	616.075 Sch
Davis's Drug Guide For Nurses [electronic Resource] 11th ed.	Deglin, Judith Hopper, 1950- / Vallerand, April Hazard. / Teton Data Systems (Firm)	Deg

## Items by Title - with Call Number

26 Feb 2010 2:58 PM

Your Header Comment

Title	Author	Call Number
Delegation Of Nursing Care	Kelly-Heidenthal, Patricia. / Marthaler, Maureen T.	362.173068 Ke
Delmar's Fundamental & Advanced Skills Checklist 1ST	Johnson, Karin / Johnson, Karin	610.73 Joh
Delmar's Practice Questions For NCLEX-PN	Miller, Judith C	610.730693076 Mil
Educational Administration And Organizational Behavior	Hanson, E. Mark, 1938-	371.2 Han
Encyclopedia & Dictionary Of Medicine, Nursing, And Allied Health. 7th ed., rev. reprint.	Miller, Benjamin Frank, 1907-1971	610.730693076 Mil
English ASAP : Connecting English To The Workplace, Student Book 2.		
English ASAP : Connecting English To The Workplace, Student Book 2.		
English ASAP : Student Book 3, Connecting English To The Workplace	Company, Steck-Vaughn	
English ASAP LVL 4 (English ASAP)	Company, Steck-Vaughn	
English Pronunciation Made Simple	Dale, Paulette. / Poms, Lillian. / Dale, Paulette. English pronunciation for	428.34 Dal
Essential Mathematics With Applications 7th ed.	Barker, Vernon C.	Bar
Essentials Of Anatomy And Physiology 5th ed.	Scanlon, Valerie C., 1946- / Sanders, Tina, 1943-	612 Sca
Essentials Of Anatomy And Physiology 4th ed	Scanlon, Valerie C., 1946- / Sanders, Tina, 1943-	612 Sca
Essentials Of Pediatric Nursing 2nd ed	Whaley, Lucille F., 1923- / Wong, Donna L., 1948-	610.7362 Wha
Essentials Of Psychiatric Mental Health Nursing : Concepts Of Care In Evidence-based Practice 4th ed.	Townsend, Mary C., 1941-	616.890231 Tow
Essentials Of Public Speaking 4th ed.	Hamilton, Cheryl.	808.51 Ham
Essentials Of Sociology : A Down-to-earth Approach 7th ed.	Henslin, James M.	301 Hen
Ethics, Legal Issues and Professionalism in Surgical Technology 1	Jackson, Julia A. / Jackson, Ellen	
Evolve Reach Comprehensive Review For The NCLEX-PN Examination 2nd ed.		
Exploring Content : Reading For Academic Success Foundations	Smith, Lorraine C.	468.64 Smi
Foundations And Adult Health Nursing 5th ed	Molinsky, Steven J. / Bliss, Bill.	428.34 Mol
Foundations Of Adult Health Nursing 2nd ed.	Christensen, Barbara Lauritsen. / Kockrow, Elaine Oden.	Chr
Foundations Of Adult Health Nursing Study Guide 2	White, Lois / White, Lois.	610.73 Whi
Foundations Of Maternal-newborn Nursing 4th ed.	Foundations of nursing.	
Foundations Of Mental Health Care 4	Coward, Brandy	610.73 Cow
Foundations Of Nursing 2nd ed.	Murray, Sharon Smith. / McKinney, Emily Slone.	618.20231 Mur
Foundations Of Nursing 4th ed.	FNP, Michelle Morrison-Valfre RN BSN MHS	616 FNP
Foundations-Teacher's Guide	White, Lois	610.73 Whi
From Novice To Expert : Excellence And Power In Clinical Nursing Practice Commemorative ed.	Christensen, Barbara Lauritsen. Kockrow, Elaine Oden.	610.73 Chr
Fundamental Concepts And Skills For Nursing 2nd ed.	Molinsky, Steven J. / Bliss, Bill	
	Benner, Patricia E.	Ben
	DeWit, Susan C.	610.73 DeW

## Items by Title - with Call Number

Your Header Comment

Title	Author	Call Number
Fundamental Concepts And Skills For Nursing 3rd ed.	DeWit, Susan C.	DeW
Fundamental Concepts And Skills For Nursing 3rd ed.	DeWit, Susan C.	650.144 All
Fundamentals Of Nursing 7th ed.	Potter, Patricia Ann. / Perry, Anne Griffin.	Pot
Fundamentals Of Nursing 6th ed.	Potter, Patricia Ann. / Perry, Anne Griffin.	Pot
Fundamentals Of Nursing 5th ed.	Potter, Patricia Ann. / Perry, Anne Griffin.	Pot
Fundamentals Of Nursing : Caring And Clinical Judgement 3rd ed.	Harkreader, Helen Chandler. / Hogan, Mary Ann, MSN.	610.73068 Har
Fundamentals Of Nursing : Concepts, Process, And Practice 4th ed.	Potter, Patricia Ann. / Perry, Anne Griffin.	610.73 Pot
Fundamentals Of Nursing : Human Health And Function 4th ed.	Craven, Ruth F. / Hirnie, Constance J.	610.73 Cra
Fundamentals Of Nursing : The Art & Science Of Nursing Care 4th ed.	Taylor, Carol, CSFN. / Lillis, Carol. / LeMone, Priscilla.	610.73 Tay
Fundamentals Success : A Course Review Applying Critical Thinking To Test Taking *	Nugent, Patricia Mary, 1944- / Vitale, Barbara Ann, 1944-	610.73 Nug
General Chemistry As A Second Language	Klein, David R., 1972-	540.711 Kle
Growth And Development Across The Lifespan : A Health Promotion Focus	Leifer, Gloria. / Hartston, Heidi.	613 Lei
Guide To Culturally Competent Health Care 2nd ed.	Purnell, Larry D.	362.1 Pur
Health Assessment Through The Life Span 4th ed.	Hogstel, Mildred O. / Curry, Linda. / Hogstel, Mildred O. Practical guide to health	616.075 Hog
Health Promotion : Mobilizing Strengths To Enhance Health, Wellness, And Well-being	Leddy, Susan.	613 Led
Health Promotion Throughout The Lifespan 5th ed.	Edelman, Carole. / Mandle, Carol Lynn.	613 Ede
Health Science. (Career Clusters.)		
Hemodynamic Monitoring : Invasive And Noninvasive Clinical Application 2nd ed.	Darovic, Gloria Oblouk.	616.10754 Dar
The Human Body In Health & Disease 4th ed.	Thibodeau, Gary A., 1938- / Patton, Kevin T.	612 Thi
The Human Body In Health & Disease 5th ed.	Thibodeau, Gary A., 1938- / Patton, Kevin T.	612 Thi
The Human Body In Health And Illness 3	Herlihy, Barbara L.	612 Her
Hypertension : A Companion To Brenner & Rector's The Kidney	Oparil, Suzanne, 1941- / Weber, Michael A.	616.132 Opa
Inquiry Into Life 12th ed. / with significant co	Mader, Sylvia S.	570 Mad
Inquiry Into Life (Laboratory Manual) Twelfth Edition	Mader, Sylvia S. / Damron, Terry	570 Mad
Internet Jobs! : The Complete Guide To Finding The Hottest Internet Jobs	Rabito, Eric	
Introduction To Clinical Pharmacology 6th ed.	Kador, John.	004.678023 Kad
Introduction To General Chemistry 2d ed., 1st impression.	Edmunds, Marilyn W.	615.58 Edm
An Introduction To General Chemistry : Connecting Chemistry To Your Life 2nd ed.	McCoy, Herbert Newby, 1870- / Terry, Ethel Mary, joint author.	McC
An Introduction To General Psychology	Blei, Ira, 1931- / Odian, George G., 1933-	540 Ble
Introduction To Human Anatomy And Physiology 3rd ed.	Ogden, Robert Morris, 1877-1959.	Ogd
Introduction To Human Anatomy And Physiology 3rd ed.	Solomon, Eldra Pearl	612 Sol
Introduction To Human Anatomy And Physiology 3rd ed.	Solomon, Eldra Pearl	612 Sol

## Items by Title - with Call Number

Your Header Comment

Title	Author	Call Number
Introduction To Maternity & Pediatric Nursing 5th ed.	Leifer, Gloria.	618.9200231 Lei
Introduction To Medical-surgical Nursing, 4th ed. / Adrianne Dill Linton	Linton, Adrianne Dill.	610.73 Lin
Introduction To Medical-surgical Nursing, 4th ed. / Adrianne Dill Linton	Linton, Adrianne Dill	610.73 Lin
Introduction To Microbiology : A Case History Approach 3rd ed.	Ingraham, John L. / Ingraham, Catherine A.	616.9041 Ing
An Introduction To Modern Scientific Chemistry	Cohn, Lassar, 1858- from old catalog	Coh
Introduction To Pharmacology 11th ed.	Asperheim, Mary Kaye.	615.1 Asp
Introduction To Psychology 8th ed.	Kalat, James W.	Kal
Introduction To Psychology 8th ed.	Kalat, James W.	Kal
The Job Hunter's Resource Guide [videorecording]		
Job Searching Online For Dummies (--For Dummies)	Dixon, Pam.	025.0665014 Dix
The JobBank Guide To Computer & High-tech Companies. (JobBank Series.)	Graber, Steven. / Adams Media Corporation.	331 Gra
Keys To Nursing Success	Katz, Janet R., 1953-	610.73 Kat
LabNotes : Guide To Lab & Diagnostic Tests 2nd	Hopkins, Tracey	616 Hop
Laboratory Exercise In Human Anatomy And Cat Dissections 3rd	Tortora, Gerard J.	
Legal, Ethical, And Political Issues In Nursing 2nd ed.	Aiken, Tonia D.	362.173 Aik
Lippincott's Textbook For Nursing Assistants : A Humanistic Approach To Caregiving 1st ed.	Carter, Pamela J. / Lewsen, Susan.	610.730698 Car
Lippincott's Workbook For Nursing Assistants : [a Humanistic Approach To Caregiving]	Carter, Pamela J.	610.73076 Car
The Lodging And Food Service Industry 5th ed.	Lattin, Gerald W. / Lattin, James E. / Lattin, Thomas W.	647.94023 Lat
Longman Photo Dictionary : Pronunciation And Spelling Workbook.		427.973
Managing For Quality In The Hospitality Industry	Woods, Robert H. / King, Judy Z.	647.94068 Woo
Managing Front Office Operations 6th ed.	Kasavana, Michael L., 1947- / Brooks, Richard M.	647.94068 Kas
Maternal-child Nursing Care : Optimizing Outcomes For Mothers, Children, And Families	Ward, Susan L. / Hisley, Shelton M.	618.20231 War
Maternal-Newborn Success : A Course Review Applying Thinking Skills To Test Taking 1	Desavo	610 Des
Maternal-Newborn Success : A Course Review Applying Thinking Skills To Test Taking (Davis's Success) 1	Desevo	610 Des
Maternity Nursing 7th ed.	Lowdermilk, Deltra Leonard. / Perry, Shannon E.	618.20231 Low
Maternity Nursing 6th ed.	Lowdermilk, Deltra Leonard. / Perry, Shannon E. / Piotrowski, Karen A.	610.73678 Low
Maternity Nursing : An Introductory Text 10th ed	Leifer, Gloria. / Burroughs, Arlene.	618.2 Lei
Maternity Nursing Study Guide 7th ed.	Lowdermilk, Deltra Leonard. / Perry, Shannon E.	Low
Math And Meds For Nurses 2nd ed.	Saxton, Dolores F. / Ercolano-O'Neill, Norma. / Glavinspiehs, Colleen.	615.14 Sax
Math For Nurses : A Pocket Guide To Dosage Calculation And Drug Preparation 3rd ed.	Boyer, Mary Jo.	615.14 Boy
Math For Nurses : A Pocket Guide To Dosage Calculation And Drug Preparation 7th ed.	Boyer, Mary Jo.	Boy

## Items by Title - with Call Number

26 Feb 2010 2:58 PM

Your Header Comment

Title	Author	Call Number
The Meaning Of Sociology : A Reader. 9th ed. / Joel M. Charon, Lee	Charon, Joel M., 1939- / Vigilant, Lee Garth.	301 Cha
Med-surg Success : A Course Review Applying Critical Thinking To Test Taking	Colgrove, Kathryn Cadenhead. / Callicoatt, Judy.	610.73076 Col
medical surgical nursing 5th ed.	Hausman, Kathy A.	Chr
Medical-surgical Nursing : A Nursing Process Approach 2nd ed.	Long, Barbara C., 1926- / Phipps, Wilma J., 1925-	610.73 Lon
Medical-surgical Nursing : Concepts & Practice	DeWit, Susan C.	DeW
Medical-surgical Nursing : Concepts & Practice	DeWit, Susan C.	DeW
Medical-surgical Nursing : Critical Thinking For Collaborative Care 5th ed.	Ignatavicius, Donna D. / Workman, M. Linda.	Ign
Medical-surgical Nursing : Critical Thinking In Client Care	LeMone, Priscilla. / Burke, Karen M.	610.73677 LeM
MedSurg Notes : Nurse's Clinical Pocket Guide (Davis's Notes) 2nd	Hopkins, Tracey / Myers, Ehren	617 Hop
Memory Notebook Of Nursing 4th ed.	Zerwekh, JoAnn Graham / Claborn, Jo Carol. / Miller, C. J.	Zer
Merriam-Webster's Medical Desk Dictionary. Rev. ed.	Merriam-Webster, Inc.	Mer
Microbiology for Surgical Technologists 1	Frey, Kevin B. / Price, John Paul	
More Picture Stories : Language And Problem-posing Activities For Beginners	Ligon, Fred. / Tannenbaum, Elizabeth. / Rodgers, Carol Richardson.	428.24 Lig
Mosby's Comprehensive Review Of Practical Nursing For The NCLEX-PN Examination 15th ed.	Eyles, Mary O.	Eyl
Mosby's Dictionary Of Medicine, Nursing & Health Professions 7th ed.	Myers, Tamara.	610.3 Mye
Mosby's Dictionary Of Medicine, Nursing & Health Professions. 8th ed.	Mosby, Inc.	610.3 Mos
Mosby's Nursing Concept Map Creator	Giddens, Jean / Kennedy, Elaine	610 Gid
Mosby's Textbook For Nursing Assistants 6th ed.	Sorrentino, Sheila A. / Kelly, Relda Timmeney. Mosby's workbook for / nursing assistants.	Sor
Nursing Care At The End Of Life : Palliative Care For Patients And Families	Zerwekh, Joyce V. (Joyce Valborg)	616.029 Zer
Nursing Health Assessment : A Critical Thinking, Case Studies Approach 2nd ed.	Dillon, Patricia M.	Dil
Nursing Interventions & Clinical Skills 4th ed.	Elkin, Martha Keene. / Perry, Anne Griffin. / Potter, Patricia Ann.	610.73 Elk
Nursing Leadership, Management, And Professional Practice For The LPN 3rd ed.	Anderson, Mary Ann, 1946-	610.730693 And
Nursing Now! : Today's Issues, Tomorrow's Trends 5th ed.	Catalano, Joseph T.	610.73069 Cat
Nutrition (Quick Look Nursing) 2nd ed.	Farrell, Marian L. / Nicoteri, Jo Ann L.	613.2 Far
Nutrition & Diet Therapy 8th ed.	Roth, Ruth A. / Townsend,Carolynn E. Nutrition & diet therapy. / Townsend,Carolynn E.	613.2 Rot
Nutrition Essentials And Diet Therapy 10th ed.	Peckenpaugh, Nancy J.	615.854 Pec
Office Guide To Business English 2nd ed.		
Office Guide To Business Letters, Memos & Reports 2nd ed.	Rogoff, Leonard. / Ballenger, Grady.	651.75 Rog
On Writing Well : An Informal Guide To Writing Nonfiction 5th ed., rev. and updated	Zinsser, William Knowlton.	808.042 Zin
Patient Care : Basic Skills For The Health Care Provider	Acello, Barbara.	610.73 Ace

# Items by Title - with Call Number

26 Feb 2010 2:58 PM

Your Header Comment

Title	Author	Call Number
Patterns For College Writing : A Rhetorical Reader And Guide 9th ed.	Kirsznier, Laurie G. / Mandell, Stephen R.	808.0427 Kir
PDR Nurse's Drug Handbook : The Information Standard For Prescription Drugs And Nursing Considerations 2008 ed.	Spratto, George. / Woods, Adrienne L.	Spr
Pediatric Nursing : An Introductory Text 10th ed.	Price, Debra L. / Gwin, Julie F. / Price, Deborah L., 1958- Thompson's pediatric	618.9200231 Pri
Pediatric Success : A Course Review Applying Critical Thinking Skills To Test Taking 1	Richardson	378 Ric
Pharmacological Aspects Of Nursing Care 6th ed. / revised by Bonita E.	Reiss, Barry S., 1944- / Evans, Mary E., 1942- / Broyles, Bonita E.	615.1024613 Rei
Pharmacological Aspects Of Nursing Care 7th ed.	Broyles, Bonita E. / Reiss, Barry S., 1944- / Evans, Mary E., 1942-	615.1024613 Bro
Pharmacological Aspects Of Nursing Care (Study Guide) 7	Broyles, Bonita E. / Reiss, Barry S. / Evans, Mary E.	610 Bro
Pharmacology And The Nursing Process 5th ed.	Lilley, Linda Lane. / Harrington, Scott, Lil PharmD. / Snyder, Julie S.	
Pharmacology Success : A Course Review Applying Critical Thinking To Test Taking (Davis's Success Series)	Hargrove-Huttel, Ray A. / Colgrove, Kathryn Cadenhead	615.1 Har
Physical Examination & Health Assessment 5th ed.	Jarvis, Carolyn	616.075 Jar
Pocket Anatomy & Physiology	Jones, Shirley A.	611 Jon
Policy And Politics For Nurses : Action And Change In The Workplace, Government, Organizations And Community 2nd ed.	Mason, Diana J., 1948- / Talbott, Susan W., 1939- / Leavitt, Judith K. (Judith Kline)	362.173 Mas
The Practical Stylist 7th ed.	Baker, Sheridan Warner, 1918-	Bak
Procedures & Theory For Administrative Professionals 5th ed.	Fulton-Calkins, Patsy, 1934- / Stulz, Karin M. / Fulton-Calkins, Patsy, 1934- Procedures for the	651 Ful
Procedures Checklist To Accompany Foundations Of Nursing 2nd	Coward, Brandy / White, Lois	610 Cow
Proofreading For Business Third edition	Bogle, Mary Anderson	657 Bog
Providing Home Care : A Textbook For Home Care Aides	Leahy, William. / Fuzy, Jetta Lee. / Grafe, Julie.	362.14 Lea
Psychiatric Mental Health Nursing : Concepts Of Care In Evidence-based Practice 6th ed.	Townsend, Mary C., 1941-	616.890231 Tow
Psychiatric Mental Health Nursing Success : A Course Review Applying Critical Thinking To Test Taking (Davis's Success)	Curtis, Cathy Melfi / MSN / RN-BC	610 Cur
Psychiatric Mental Health Nursing Success : A Course Review Applying Critical Thinking To Test Taking (Davis's Success) 1	Curtis, Cathy Melfi / MSN / RN-BC	610 Cur
Psychology 4th ed.	Wade, Carole. / Tavis, Carol.	150 Wad
Psychology : A Concise Introduction 2nd ed.	Griggs, Richard A.	150 Gri
Psychosocial Nursing For General Patient Care 3rd ed.	Gorman, Linda M. / Sultan, Donna.	616.890231 Gor
Public Speaking For Success Rev. and updated / by Arthur R	Carnegie, Dale, 1888-1955. / Pell, Arthur R. / Carnegie, Dale, 1888-1955. Public speaking.	808.51 Car
Publication Manual Of The American Psychological Association, 4th ed.	American Psychological Association.	808.06615 Ame
Put English To Work : Level 4 1	Podnecky, Janet	428 Pod
Rehabilitation Nursing : Process, Application, & Outcomes 3rd ed.	Hoeman, Shirley P	610.736 Hoe



# Items by Title - with Call Number

26 Feb 2010 2:58 PM

Your Header Comment

Title	Author	Call Number
Renegotiating Health Care : Resolving Conflict To Build Collaboration 1st	Marcus, Leonard J. / Dorn, Barry C. / Kritek, Phyllis Beck	382 Mar
Rethinking America 3 : An Advanced Cultural Reader 2nd ed.	Sokolik, M. E. (Margaret E.)	Sok
Review Of Medical Microbiology And Immunology (A Lange Medical Book.) 10th ed.	Levinson, Warren	Lev
Résumés In Cyberspace : Your Complete Guide To A Computerized Job Search	Criscito, Pat, 1953-	650.140285 Cri
Saunders Comprehensive Review For The NCLEX-PN Examination 4th ed	Silvestri, Linda Anne.	610.730693076 Sil
Saunders Comprehensive Review For The NCLEX-PN Examination 3rd ed.	Silvestri, Linda Anne. / Silvestri, Linda Anne. Saunders comprehensive / review for NCLEX-PN.	Sil
Saunders Review Of Practical Nursing For NCLEX-PN 3rd ed. / consulting editor, M	Matassarin-Jacobs, Esther. / Barrett, Maureen B.	610.730693076 Mat
Saunders Strategies For Test Success : Passing Nursing School And The NCLEX Exam (Book & CD Rom) 2	RN, Linda Anne Silvestri MSN	610 RN,
Skills For Success : Working And Studying In English	Price-Machado, Donna.	428.24 Pri
Small Talk : More Jazz Chants From Carolyn Graham. (Oxford American English)	Graham, Carolyn.	428.34 Gra
Sociology And Nursing (Routledge Essentials For Nurses)	Morrall, Peter.	610.73 Mor
Sociology Matters 4th ed.	Schaefer, Richard T.	Sch
Stories From The Heart : A Reading And Writing Book For Adults	Magy, Ronna. / Mrowicki, Linda.	Mag
Structure & Function Of The Body 12th ed.	Thibodeau, Gary A., 1938- / Patton, Kevin T.	Thi
Student Lab Guide For Health Assessment For Nursing Practice 3	FNP, Susan F. Wilson RN PhD CS / BC, Jean Foret Giddens RN PhD APRN	616.075 FNP
Student Laboratory Manual For Physical Examination & Health Assessment 5th ed.	Jarvis, Carolyn.	Jar
Student Learning Guide To Accompany Basic Pharmacology For Nurses 13	RPh, Bruce D. Clayton BS PharmD / RN, Yvonne N. Stock MS	610 RPh
Student Learning Guide To Accompany Introduction To Clinical Pharmacology 4th Study	Edmunds, Marilyn W.	615 Edm
Student Workbook To Accompany Microbiology : Principles And Health Science Applications	Bergquist, Lois M. / Pogolian, Barbara.	616.01 Ber
Study Guide & Skills Performance Checklists To Accompany Potter, Perry Fundamentals Of Nursing, Fifth Edition	Ochs, GERALYN. / Potter, Patricia Ann. Fundamentals of nursing. / Castaldi, Patricia A.	Och
Study Guide And Skills Performance Checklists For Fundamentals Of Nursing 7	CMAC, Patricia A. Potter PhD RN FAAN / FAAN, Anne Griffin Perry RN MSN EdD	610 CMA
Study Guide And Skills Performance Checklists To Accompany Potter, Perry Fundamentals Of Nursing 6th ed.	Ochs, GERALYN. / Castaldi, Patricia A.	610.73 Och
Study Guide And Workbook For Understanding Pathophysiology 4th ed.	Huether, Sue E.	Hue
Study Guide For Basic Pharmacology For Nurses 14	RPh, Bruce D. Clayton BS PharmD / RN, Yvonne N. Stock MS / CS, Valerie Baker RN MSN	615 RPh
Study Guide For Foundations Of Maternal-Newborn Nursing 4	C, Sharon Smith Murray MSN RN	618 C,



# Items by Title - with Call Number

26 Feb 2010 2:58 PM

Your Header Comment

Title	Author	Call Number
Study Guide For The Human Body In Health And Illness 3rd ed.	Herlihy, Barbara L.	Her
Study Guide For [Harkreader's] Fundamentals Of Nursing : Caring And Clinical Judgement 3rd ed.	Stassi, Mary E. / Harkreader, Helen Chandler. Fundamentals of / nursing : caring and clinical judgement.	Sta
Study Guide To Accompany Christensen & Kockrow Foundations Of Nursing, Fourth Edition 4th ed.	Castaldi, Patricia A. / Valdes, Margarita / Christensen, Barbara Lauritsen.	Cas
Study Guide To Accompany Foundations Of Nursing Second Edition 2nd	Coward, Brandy	610 Cow
Study Guide To Accompany Fundamentals Of Nursing : The Art & Science Of Nursing Care	Taylor, Carol, CSFN.	Tay
Study Guide with Lab Manual for AST's Surgical Technology for the Surgical Technologist: A Positive Care Approach 3rd	A S T	
Success In Practical/Vocational Nursing : From Student To Leader (Success In Practical Nursing) 6	MA, Signe S. Hill RN BSN / MS, Helen Stephens Howlett RN BSN	610.730693 MA,
Supervision In The Hospitality Industry 3rd ed.	Kavanaugh, Raphael R. / Ninemeier, Jack D. / Daschler, John P. Supervision in the hospitality	647.940683 Kav
Surgical Anatomy and Physiology for the Surgical Technologist 1	Frey, Kevin B. / Price, Paul	
Surgical Instrumentation	Phillips, Nancy Marie / Sedlak, Patricia	
Surgical Technology for the Surgical Technologist: A Positive Care Approach 3	A S T / Tracey Ross, Jeffrey Lee Bidwell	
Textbook Of Basic Nursing 4th ed.	Rosdahl, Caroline Bunker.	610.73 Ros
Thinking Critically About Ethical Issues (Special Edition Series) 4th Edition	Ruggiero, Vincent Ryan	
Tools For Teams : Building Effective Teams In The Workplace	Thompson, Leigh L. / Aranda, Eileen K. / Robbins, Stephen P., 1943-	658 402 Tho
Total Patient Care : Foundations And Practice 7th ed.	Harkness, Gail A. / Dincher, Judith R., 1937-	610.73 Har
Transcultural Health Care : A Culturally Competent Approach 3rd ed.	Purnell, Larry D. / Paulanka, Betty J.	362.1089 Pur
Understanding Hospitality Law 4th ed.	Jefferies, Jack P. / Brown, Banks.	343.7307864794 Jef
Virtual Clinical Excursions 3.0 For Fundamental Concepts And Skills For Nursing 3	PHN, Susan C. deWit MSN RN CNS	362 PHN
Virtual Clinical Excursions 3.0 To Accompany Wong's Essentials Of Pediatric Nursing W/CD-ROM 7	Hockenberry, Marilyn	618 Hoc
Virtual Clinical Excursions For Fundamentals Of Nursing 7	CMAA, Patricia A. Potter PhD RN FAAN / FAAN, Anne Griffin Perry RN MSN EdD	610 CMA
Virtual Clinical Excursions For Ignatavicius And Workman Medical-surgical Nursing : Critical Thinking For Collaborative Care 5th Edition	Mathers, Dorothy. / Ignatavicius, Donna D. / Workman, M. Linda.	Mat
Virtual Clinical Excursions For Maternity And Women's Health Care 9	FAAN, Deitra Leonard Lowdermilk RNC PhD	618 FAA
Virtual Clinical Excursions, Pacific View Regional Hospital. Disk 1. Skilled Nursing Patient Set : Disk 2. Medical Surgical Patient Set [electronic Resource] Version 3.0.	Christensen, Barbara Lauritsen. Foundations and / adult health nursing / Kockrow, Elaine Oden. Foundations and adult	Chr

# Items by Title - with Call Number

26 Feb 2010 2:58 PM

Your Header Comment

Title	Author	Call Number
Virtual Clinical Excursions, Pacific View Regional Hospital General Hospital [electronic Resource] Version 3.0.	Harkreader, Helen Chandler. Fundamentals of / nursing / Cooper, Kim D. Virtual clinical excursions,	Har
Virtual Clinical Excursions, Pacific View Regional Hospital Obstetrics, Pediatrics [electronic Resource] Version 3.0.	Leifer, Gloria. Introduction to maternity & / pediatric nursing. / Crum, Kelly Ann. Virtual clinical excursions	Lei
Virtual Clinical Excursions--medical-surgical For Lewis, Heitkemper, Dirksen, O'Brien And Bucher ; Medical-surgical Nursing : Assessment And Management Of Clinical Problems, Seventh Edition 1st ed.	Mathers, Dorothy / Lewis, Sharon Mantik / Wolfson Informatics, LLC.	Mat
Whaley & Wong's Essentials Of Pediatric Nursing 5th ed	Wong, Donna L., 1948- / Whaley, Lucille F., 1923-	610.7362 Won
What To Do For Senior Health : Easy To Read, Easy To Use	Barnett, Albert E. / Rushton, Nancy / Mumaw, Lynne.	613.0438 Bar
Williams' Basic Nutrition & Diet Therapy 13th ed.	Nix, Staci. / Williams, Sue Rodwell, Basic nutrition & diet / therapy.	615.854 Nix
Williams' Essentials Of Nutrition And Diet Therapy. 9th ed / Eleanor D. Schlenker	Schlenker, Eleanor D. / Long, Sara.	613.2 Sch
Wordsmith : A Guide To College Writing 4th ed. Workbook For Providing Home Care : A Textbook For Home Care Aides	Arlov, Pamela. Inc, Hartman Publishing	808.042 Arl
The Working Culture	Hemphill, David, 1949- / Pfaffenberger, Barbara, 1950- / Hockman, Barbara	428.64 Hem
Working It Out : Interactive English For The Workplace 1 Workplace Plus : Level 4 Workbook	Magy, Ronna Saslow, Joan M. / Collins, Tim	428 Mag
Workplace Plus Level 3 : Living And Working In English (Workplace Plus: Level 3)	Saslow, Joan / Collins, Tim	
Workplace Plus With Grammar Booster : Living And Working In English	Saslow, Joan M. / Collins, Tim.	Sas
Workplace Plus With Grammar Booster : Living And Working In English	Saslow, Joan M. / Collins, Tim.	428.24 Sas
Workplace Plus With Grammar Booster : Living And Working In English	Saslow, Joan M. / Collins, Tim.	428.24 Sas
Workplace Plus With Grammar Booster : Living And Working In English	Saslow, Joan M. / Collins, Tim	428.24 Sas
Workplace Plus. 1 [sound Recording] Living And Working In English	Saslow, Joan M. / Collins, Tim.	Sas
Workplace Plus. 2 [sound Recording] : Living And Working In English	Saslow, Joan M. / Collins, Tim.	Sas
A Writer's Reference 6th ed.	Hacker, Diana, 1942- / Sommers, Nancy I. / Jehn, Thomas Robert.	Hac
A Writer's Reference 3rd ed., updated.	Hacker, Diana, 1942-	Hac
Writers INC : A Student Handbook For Writing & Learning	Sebranek, Patrick. / Meyer, Verne. / Kemper, Dave.	808.042 Seb

271 lines printed



**Vocational Nursing Program****Text Books**

<b>Name</b>	<b>Author</b>	<b>Edition</b>
Foundations and Adult Health Nursing	Christensen Kockcrow	6th Edition, 2010 Mosby ISBN:9780323057288
Structure & Function of the Body	Thibodeau Patton	13th Edition, 2007 Mosby ISBN:9780323049917
Introduction to Pharmacology	Asperheim Favaro	11th Edition 2009 Mosby ISBN:9781416059059
Calculate with Confidence	Gray Morris	5th Edition 2010 Mosby ISBN:9780323056298
Mosby's Drug Guide for Nurses	Skidmore- Roth	8th Edition 2010 Mosby ISBN:9780323067034
Evolve Reach Testing and Remediation Comprehensive Review for the NCLEX- PN® Examination	HESI	2nd Edition 2009 Mosby ISBN:9781416047742
Saunders Comprehensive Review for the NCLEX-PN Examination	Silvestri	4th Edition 2010 Saunders ISBN:9781416047308

**Vocational Nursing Program****Text Books****General Education:**

<b>Name</b>	<b>Author</b>	<b>Edition</b>
Wordsmith – A Guide to College Writing	Arlov	3 <sup>rd</sup> Edition Prentice Hall, 2007 ISBN: 9780136050544
Rethinking America 3 – An advanced Cultural Reader	Sokolik	2 <sup>nd</sup> Edition, Heine & Heine, 1999 ISBN: 9780838447321
One Flew Over the Cuckoo's Nest	Kesey	8 <sup>th</sup> Edition, Penquin Books, Inc, 2008 ISBN: 9780143105022
The Art of Public Speaking	Lucas	9 <sup>th</sup> Edition, McGraw Hill, 2007 ISBN: 9780073135649
Essentials to Sociology – A down to Earth Approach	Henslin	7 <sup>th</sup> Edition, Prentice Hall, 2006 ISBN: 9780205504404
Introduction to Psychology	Kalat	8 <sup>th</sup> Edition, Thomas Wadsworth, 2008 ISBN: 0495102881
Essential Mathematics with applications	Barker	7 <sup>th</sup> Edition, Houghton Mifflin, 2005 ISBN: 9780618503063
Structure and Function of the Body	Thibodeau & Patton	13 <sup>th</sup> Edition, Elsevier 2008 ISBN: 0801602963
An Introduction to General Chemistry	Blei & Odian	2 <sup>nd</sup> Edition, Freeman 2006 ISBN: 9780716770732
Burton's Microbiology for the Health Sciences	Engelkirk	8 <sup>th</sup> Edition, Lippincott Williams & Wilkins, 2007 ISBN: 9780781771955

# ATTENDANCE Policy

## GENERAL ATTENDANCE POLICY

Attendance is calculated monthly and recorded by the Records Officer in the student files.

According to the Board of Vocational Nursing and Psychiatric Technicians (BVNPT), each student must complete the required number of theory, laboratory skills and hospital clinical hours (as described in your syllabus) in order to graduate and be recommended to the BVNPT for licensure.

Students who have been absent from classes for 10 (ten) consecutive school days will be dropped from the training program, unless prior approval regarding extenuating circumstances has been granted.

Special consideration will be given to students with validated extenuating circumstances such as illness, death or birth in the immediate family, or other valid reasons substantiated in writing and at the discretion of the Program Director and/or School Director.

Attendance is mandatory and is taken daily.

A student is considered absent if he/she is not present 80% (eighty percent) of the time in class at any given day.

## THEORY ATTENDANCE POLICY

### Absences

No more than 3 absences are permitted during a Theory Course/Module. The third absence in a Module will cause the student to be placed on probation for 30 days and/or until the end of the Module. During the probation period, the student will not be allowed to have any further absences, or will be subject to termination.

Students who miss any theory day must make-up the missed hours and objectives according to the policies contained in the "making-up missed theory hours" topic below.

### Tardiness

CBD College standards consider a student late if he/she arrives 15 (fifteen) minutes after the class starts. Students arriving late for classes will receive a Tardy in their records.

Students returning back from breaks after the scheduled time will be also considered late and receive a Tardy.

Students leaving the classroom early will be under the same policy as late students and will receive a Tardy.

Three tardies in a month equal to 1 (one) theory absence, requiring the student to make up a full theory day (five hours).

Students with 5 (five) consecutive Tardiness a month will be advised by the Program Director and will be subject to probation/termination.

### **Making Up Missed Theory Hours**

According to the Board of Vocational Nursing and Psychiatric Technicians (BVNPT), each student must complete the required number of theory, laboratory skills and hospital clinical hours (as described in your syllabus). Make-up hours must be done in order to advance to the next module.

Any student who has been absent is required to meet with the theory instructor to obtain the written assignment to be completed at school, after class hours, within two weeks after the absence date. The student will have a faculty member, or the Program Coordinator initial the start time and end time of each make up session on the time sheet to verify the hours and objectives completed. Non made-up time may result in termination from the program.

The student will submit the written assignment to the theory instructor after both the assignment and missed hours have been completed. The theory instructor will review the assignment and sign it for approval. The student will then submit the completed assignment and the record of completed hours to the Program Coordinator to obtain credit for the missed time and objectives.

*(Please refer to the Program Coordinator or Program Director for additional information)*

## **CLINICAL ATTENDANCE**

**Clinical attendance schedule may vary and the students can be assigned to the evening and weekend rotations.**

CBD College requires excellent attendance in the clinical setting so that students can get the most from their clinical rotations.

Students are required to attend all clinical work schedules and assignments and adhere to the standards of the nursing profession. Students arriving to the clinical rotations more than 15 (fifteen) minutes late are considered absent.

Students who miss a clinical assignment are at risk of not meeting their clinical objectives as required per module. Therefore, clinical absences should only be for emergencies or illnesses that require a student to stay at home, i.e., infectious or communicable diseases that are verified with their instructor.

Commitment and dedication to your clinical experiences are required in order for you to gain the knowledge needed to become competent in the real life work setting for the Vocational Nurses. Failure to meet the expected clinical objectives due to excessive absences will result in Clinical Probation or Dismissal from the Vocational Nursing Program.

### **Absences**

Clinical absences will be monitored and enforced according to the following procedures:

Attendance is mandatory and is taken daily.



Students are to notify their clinical instructor before start of clinical assignment. No call or no show may result in probation or risk of termination.

The first and second absences in any given module will result in the student being advised by the clinical instructor.

No more than 3 (three) absences are permitted during a Clinical Module. The third absence in a Module will cause the student to be placed on probation for up to 30 days. During the probation period, the student will not be allowed to have any further absences, or will be subject to termination.

Students who miss any clinical day must make-up the missed hours and objectives according to the policies contained in the "making-up missed clinical hours" topic below.

Make-up hours must be done in order to advance to the next module. Non made-up time may result in termination from the program. Therefore, all clinical absences must be made-up.

All clinical days, along with completion of any assignments as determined by the clinical instructor must be made-up prior to advancement to the next module.

### **Tardiness**

The clinical instructor sets the time of arrival to the clinical site. Students are expected to arrive 15 (fifteen) minutes early to any assigned clinical area. A student is considered tardy if he/she arrives within 15 (fifteen) minutes after the start of the clinical class. Arriving in the clinical area later than 15 (fifteen) minutes after a start of clinical class will be considered an absence.

Three tardies in a month equal to 1 (one) clinical absence, requiring the student to make up a full clinical day (eight hours).

Students with 5 (five) consecutive Tardiness a month will be advised by the Program Director and will be subject to probation/termination.

### **Making Up Missed Lab/Clinical Hours**

If a student misses a clinical day, he/she must make it up within 2 (two) weeks, or before the Module ends (whichever occurs first), or the student will not be allowed to progress to the next Module. Non made-up time may result in termination from the program.

For clinical make-up time students are required to get a make-up form from the Program Coordinator, who will make the arrangements to direct the student to the clinical site where/when the student will make-up the missed time, under an instructor's supervision.

STUDENTS MAY NOT ATTEND A CLINICAL SESSION THEY HAVE NOT BEEN DESIGNATED TO.

ATTENDANCE TO A DIFFERENT CLINICAL SITE SESSION MUST BE PREVIOUSLY AUTHORIZED BY THE PROGRAM COORDINATOR OR PROGRAM DIRECTOR, BY MEANS OF A WRITTEN REQUEST AND APPROVAL.

Remediation Policy



## PLAN FOR IMPROVEMENT

A Plan for improvement will be provided for students not achieving the minimum pass score in any given test, except for the courses final tests (Module Tests).

The theory instructor will identify the areas needing improvement and will develop a plan and the steps to be followed, allowing the students, if applicable, to retake the failed test, under the retake policy conditions, observing the timeframe of 2 (two) weeks of the failed/missed test, or until the last day of the course/module, whichever occurs first.

## REMEDATION PLAN

The remediation plan is an intensive intervention to help students with failing average scores to bring their GPA to the minimum required to pass the course. This plan is developed by the theory instructor and may include tutoring sessions, research projects and other didactic methodologies applicable to address the problem.

## ACADEMIC PROBATION

Students not reaching the minimum pass score average at any given month during a Module will be placed on probation and will be required to follow the Remediation Plan individually created to optimize the area(s) that brought student to probation. The probation period lasts for up to 30 days, but may be extended at the Program Director's discretion. Under no circumstances it will exceed the last day of the Module.

At the estimated end date of the probation period, if the student has achieved the minimum pass score, he/she will be off probation, and will be allowed to continue the course of studies.

Failure in achieving the minimum pass score at the end of the probation period may result in immediate termination from the program.

# Evaluation of Theory & Clinical Facility



## VOCATIONAL NURSING PROGRAM

### Program Director/Instructor Evaluation of Clinical Agency

Course: \_\_\_\_\_

Unit/floors utilized: \_\_\_\_\_

Dates of courses: \_\_\_\_\_

Evaluation Area	N/A	Strongly Agree	Agree	Disagree	Strongly Disagree
Resources are available, accessible and appropriate					
Setting fulfills clinical course objectives					
Environment is conducive to learning					
Principles of safe patient practice are observed					
Professional role models are present					
Staff exhibits professional behavior/dressed properly					
Staff wears visible name tags/badges					
Paraprofessional staff is helpful to students					
Staff exhibits caring attitude to patients					
Other health members are willing to work with students					
The agency presents a professional appearance at first glance					
Staff members are polite and knowledgeable					
Extern site is clean, in order and well lighted					
Patrons or patients are acknowledged/attended properly					
Extern site has current (up to date) equipment					
Skills learned in school are/will be well applied during this externship					
Students are taught how to use the equipments properly					
Students' duties are explained properly					
Students have the opportunity to interact with patients					

# Evaluations of Presentations



## Instructor Evaluation

ACCET Document 19

Date Developed: January 1988

Date Revised: August 2005, August 2006

Pages: 1 of 1

Pertinent to: All institutions

Institution: \_\_\_\_\_ City/State: \_\_\_\_\_

Instructor: \_\_\_\_\_ Program/Course: \_\_\_\_\_

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Evaluation based on the scale of 1 to 5 for how well the Instructor meets the criteria outlined below.

	Far Below 1	Below 2	Meets 3	Exceeds 4	Far Exceeds 5	Not Observed N/O
1. Instructor uses verbal content consistent with the focus of training, including proper grammar, word selection, and usage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructor's pronunciation is clear and understandable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Instructor uses a variety of visual aids to enhance presentations (ex. flip charts, props, pictures, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Instructor encourages student involvement in class, including questions that encourage participation, activities that engage students, and methods for checking for student understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Instructor demonstrates a student-centered focus, including use of effective error correction, active listening, coaching, and facilitation of discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Instructor uses relevant examples that support the concept, including the teaching points with highlighted applications and connections to other concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Instructor uses a variety of approaches to address multiple learning styles and provides appropriate supervision during practice activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Class is well organized, with an introductory overview at the beginning and a logical linkage and sequence to the topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Learning objectives are outlined in lesson plans or syllabi and clearly connected to the lesson being taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Instructor demonstrates expert knowledge of subject, including explanatory examples, with accurate and expansive information beyond the textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reviewer's Signature: \_\_\_\_\_

## Faculty Classroom Observation Form

**Directions:** This form is intended primarily as a checklist, not a scaled rating form. Reviews should indicate the presence of teaching activities/behaviors already established as indicative of effective teaching. Use NA if an item is not relevant for this class or for this instructor. To accommodate the diversity of pedagogical practices, criteria may be added with the approval of the dean for that program/discipline.

Although the observation can be used as a checklist, the observer may elect to provide a general rating for each subset of teaching practices using either a numeric or descriptive rating. Please keep in mind that the observation reflects a **"snapshot"** of teaching and is not intended as a representation of overall teaching practices. If the observer elects to provide a general rating for each subset, the following guidelines are suggested:

N - Needs Improvement

P - Proficient

A - Advanced

E - Exemplary

NA - Not Applicable

With numeric ratings, the intent is that each subset of teaching practices stands alone. There is no overall rating given to the instructor at the end of the observation form.

- When used with full-time faculty, the observation summary could be one piece of documentation used in the annual performance evaluation (PDP). It could be used by either the instructor to support Advanced or Exemplary ratings or by the Division Director to support Needs Improvement ratings.
- Division Directors, Discipline/Program Chairs, or their designees should check to make sure that the course has been approved for the online information systems and is available electronically for students. The course should include the core competency.
- The process will be expedited if observer familiarizes him/herself with the form ahead of time.
- Observer is not required to complete narrative section following each category of teaching practices. This section can be used when needed to help illustrate a concern, an exceptional teaching behavior, or general trends noticed during the observation.
- A copy of both the Classroom Observation Form and the Teaching Self-Assessment will be given to both the observer and the instructor.
- A review with instructor should be conducted as soon as possible after observation.

Instructor \_\_\_\_\_

Date \_\_\_\_\_

Course Prefix and Number \_\_\_\_\_

Course Title \_\_\_\_\_

Number of Students \_\_\_\_\_

Observer \_\_\_\_\_

Online Syllabus Posted \_\_\_\_\_



Check if Observed	Variety and Pacing of Instruction	Rating
	Uses a variety of instructional methods	
	Allows adequate wait time when asking questions	
	Responds to wrong answers constructively	
	Draws non-participating students into activities/discussion	
	Prevents specific students from dominating activities/discussion	
	Asks probing questions when student answers are incomplete	
	Guides the direction of the discussion	
	Refrains from answering own questions	
	Mediates conflict or differences of opinions	
	Uses active learning strategies (group work, paired discussions, polling)	
	Provides explicit directions for active learning tasks (e.g. rationale, duration, product)	
	Allows sufficient time to complete in-class assignments	
	Specifies how learning tasks will be evaluated (if appropriate)	
	Provides opportunities for students to practice what they have learned	

Examples of instructor actions or behaviors that demonstrate above:

Check if Observed	Organization	Rating
	Begins and ends class on time	
	Relates this and previous class(es), or provides students with opportunity to do so	
	Provides and follows an outline or organization for the class session	
	Has all necessary materials and equipment readily available	
	Uses effective transitions between class topics	
	Conveys the purpose of each class activity or assignment	
	Completes the scheduled topics	
	Summarizes periodically throughout and at end of class or prompts students to do so	
	Takes attendance throughout the semester	

Examples of instructor actions or behaviors that demonstrate above:

<i>Check if Observed</i>	Presentation Skills	Rating
	Communicates audibly and clearly	
	Establishes and maintains eye contact with students	
	Varies pace and tone to keep students alert	
	Uses a presentation style that facilitates note-taking	
	Uses positive and appropriate humor	
	Incorporates various instructional supports (film, diagrams)	
	Responds to changes in student attentiveness	
	Handouts are easy to follow	

Examples of instructor actions or behaviors that demonstrate above

<i>Check if Observed</i>	Clarity	Rating
	Notes and explains new terms or concepts	
	Elaborates or repeats complex information	
	Uses examples to explain content	
	Makes explicit statements drawing student attention to key ideas	
	Pauses during explanations to ask and answer questions	
	Relates new ideas to familiar concepts	

Examples of instructor actions or behaviors that demonstrate above:

Check if Observed	Content Knowledge	Rating
	Makes accurate statements according to discipline standards	
	Incorporates current research in the field	
	Cites authorities to support statements	
	Presents divergent viewpoints	
	Makes distinctions between fact and opinion	
	Communicates the reasoning process behind operations and/or concepts	

Examples of instructor actions or behaviors that demonstrate above:

Check if Observed	Instructor-Student Interaction	Rating
	Attends respectfully to student comprehension or puzzlement	
	Asks questions of students that challenge them to think more deeply	
	Invites student participation and comments	
	Incorporates student responses when appropriate	
	Encourages students to respond to their peers throughout the discussions	
	Treats students with respect	
	Uses positive reinforcement to encourage student participation and intellectual risk-taking	
	Encourages students to interact civilly/respectfully with each other	
	Addresses potentially disruptive behaviors before they impact learning environment	

Examples of instructor actions or behaviors that demonstrate above:

Check if Observed	Use of Technology	Rating
	Effectively incorporates a variety of instructional technologies to enhance student learning (PPT, websites, YouTube, blogs, etc.)	
	Uses Bb or Moodle to provide supplemental materials	

Examples of instructor actions or behaviors that demonstrate above

Check if Observed	Discipline/Program Specific Teaching Behaviors	Rating
	Example: Uses contextualized learning to help make content relevant for students	

Examples of instructor actions or behaviors that demonstrate above

What went well in this class?

--

What suggestions for improvement do you have?

--

Follow-up:

--

# Evaluations of Clinical Rotations



## VOCATIONAL NURSING PROGRAM

### Program Director/Instructor Evaluation of Clinical Agency

Course: \_\_\_\_\_

Unit/floors utilized: \_\_\_\_\_

Dates of courses: \_\_\_\_\_

Evaluation Area	N/A	Strongly Agree	Agree	Disagree	Strongly Disagree
Resources are available, accessible and appropriate					
Setting fulfills clinical course objectives					
Environment is conducive to learning					
Principles of safe patient practice are observed					
Professional role models are present					
Staff exhibits professional behavior/dressed properly					
Staff wears visible name tags/badges					
Paraprofessional staff is helpful to students					
Staff exhibits caring attitude to patients					
Other health members are willing to work with students					
The agency presents a professional appearance at first glance					
Staff members are polite and knowledgeable					
Extern site is clean, in order and well lighted					
Patrons or patients are acknowledged/attended properly					
Extern site has current (up to date) equipment					
Skills learned in school are/will be well applied during this externship					
Students are taught how to use the equipments properly					
Students' duties are explained properly					
Students have the opportunity to interact with patients					

# CBD College



*We All Speak the Same Language!*

Overall this experience complements the theory and skills taught in school					
If applicable Extern site provided an adequate learning space					

A. Please describe what would be necessary to complement this externship site experience:

B. Additional comments/suggestions

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date



Evaluation of student  
achievement

## VOCATIONAL NURSING PROGRAM

### EVALUATION METHODOLOGY FOR STUDENT PROGRESS

CBD College employs separate evaluation methodology for theory and clinical courses. The program is divided in 4 different modules. In order to successfully complete a module and progress to the following one, students must achieve the minim score of 80% in each module (which corresponds to a "pass" on clinical evaluations). Students are evaluated in the theory and clinical contents. Students are evaluated for theory by means of exams given at the end of each topic. Each course syllabus indicates the days the exams will be given and the topics they will comprehend. For the clinical area, students are tested through a mid-term and final evaluation, and must attain a "pass" grade at the end of the clinical module, in order to progress to the following one.

The evaluation methodology and satisfactory academic progress policies are clearly stated in the student handbook, as follows:

#### Graduation Requirements

Program Certificates of Completion are awarded to students who complete all course work with a minimum of 80 percent grade point average and the required total number of hours (1560/2145) of the program, in no more than 150% of the total number of hours in the program.

#### Student's Evaluation

Student evaluations consist of monitoring student progress in theory, campus laboratory and the clinical hospital rotations on a continuing basis, and assessing students on the attainment of the objectives listed in the courses syllabi.

#### Basis for Theory Grading

Instructors record theory grades for each student using 100 Percent Grading Scale, as follows:

4.0	90 -100% =	A =	Excellent
3.0	85 - 89% =	B =	Good
2.0	80 - 84% =	C =	Satisfactory
1.0	75 - 79% =	D =	Unsatisfactory
	0 - 74% =	F =	Fail

#### Continued Evaluation

Student scores are continuously monitored. Students failing any of the theory exams in the program are required to meet with the respective instructor, who will develop a plan ("plan for improvement") indicating the areas needing improvement and the steps to be followed, allowing them, if applicable, to retake the failed exam (see retake policy for more details).



This policy applies both to students who miss a test for any reason and to those who fail a test.

Students will have 1 (one) opportunity to retake a test, within 2 (two) weeks of the failed/missed test, or until the last day of the course/module, whichever occurs first.

The number of retakes in Modules I is limited to 3 and the number of retakes in Modules II, III, and IV is 2 per Module.

**FINAL COURSE TESTS (MODULE TESTS) CANNOT BE RETAKEN.**

### Plan for improvement

A Plan for improvement will be provided for students not achieving the minimum pass score in any given test, except for the courses final tests (Module Tests).

The theory instructor will identify the areas needing improvement and will develop a plan and the steps to be followed, allowing the students, if applicable, to retake the failed test, under the retake policy conditions, observing the timeframe of 2 (two) weeks of the failed/missed test, or until the last day of the course/module, whichever occurs first.

### Remediation Plan

The remediation plan is an intensive intervention to help students with failing average scores to bring their GPA to the minimum required to pass the course. This plan is developed by the theory instructor and may include tutoring sessions, research projects and other didactic methodologies applicable to address the problem.

### Academic Probation

Students not reaching the minimum pass score average at any given month during a Module will be placed on probation and will be required to follow the Remediation Plan individually created to optimize the area(s) that brought student to probation. The probation period lasts for up to 30 days, but may be extended at the Program Director's discretion. Under no circumstances it will exceed the last day of the Module.

At the estimated end date of the probation period, if the student has achieved the minimum pass score, he/she will be off probation, and will be allowed to continue the course of studies.

Failure in achieving the minimum pass score at the end of the probation period may result in immediate termination from the program.

If during any given month the average score for a student is below 80% (eighty percent), the student will be placed on probation for no longer than 30 days and will have to comply with an individual remediation plan to optimize future scores.

Students who do not maintain the minimum pass score during a Module will be placed on probation. Failure in achieving the minimum pass score at the end of a Module may result in repetition of the Module or termination from the program.

### Successful completion of the Module

Successful completion of the module requires the combination of all of the following:

- Module Average equal or above 80%;
- "Pass" evaluation on the clinical area; and
- Completion of all theory and clinical hours.

### Module Averages

The Module Average will be obtained by the average of all the tests/assignments taken in the Module (except the Module Test) summed to the Module Test, and then divided by two. Module Tests cannot be retaken. If the result of the Module Average is lower than 80% (eighty percent), the student will be terminated from the program or be permitted to repeat the Module. Only one repetition of a module is allowed per program.

### ATI Exams – NCLEX-PN Examination

CBD College utilizes a computerized system of tests – Comprehensive Assessment and Review Program - provided by ATI Testing to monitor students' progress.

These tests are given after each Module, to monitor students' progress.

In order to be recommended to the BVNPT/NCLEX-PN Examination, students must have a composite score equating to 80% (eighty percent) predicted probability of passing the NCLEX-PN.

### Retake Policy

The retake policy limits students retaking an exam to earn a maximum of the minimum pass score established for the course. In case the student fails the retake, scores on the first attempt (if applicable) and on the retake will be compared and the higher score will be recorded.

## Agenda Item #14.C.-Attachment G

Cheryl Anderson

---

**From:** alice sorrell-thompson [healingheartsla@yahoo.com]  
**Sent:** Wednesday, April 06, 2011 6:38 PM  
**To:** Cheryl Anderson  
**Cc:** ashustrov@cbd.edu  
**Subject:** CBD Projected Schedule for Class Starts  
**Attachments:** attachments\_2011\_04\_06.zip; Replacement start of 30 students for class of 40 students graduated 3.docx

Good Afternoon Ms. Cheryl,

Thank you for taking the time to talk to me Monday evening. As we discussed, I have attached a schedule of projected new class starts for the 2011-2012 program year beginning with the request that CBD College originally submitted in December 2010.

To bring us all current, on December 7, 2010, CBD College sent via FedEx documentation required for consideration of a start replacing the class graduating on March 28, 2011.

On January 18, 2010, I sent an email with the updated information from our institutional accrediting agency (ACCET) validating our program's strengths and areas of improvement. On February 14, 2011, I spoke with you in order to clarify CBD's participation at the February 2011 quarterly board meeting and to verify receipt of our documentation requesting to start a replacement class. Thank you for confirming during this conversation that you had received my email with the additional documentation. It was a pleasure to see you February 25, 2011 at the board meeting. My colleague Larisa was pleased to meet and to receive reassurance that our request to start a new class would be reviewed the week after the board meeting. We spoke again on March 18, 2011 and per our conversation at that time I resubmitted all the documentation originally sent in December 2010 via email in hopes that it would be reviewed and a decision would be made regarding our request to replace the class. We most recently spoke on Monday April 4, 2011. During this conversation you did share that the Executive Director was not available and that she was the only one to make a decision regarding a class start. You also stated that the Executive Director was anticipated to return the following week. At this point, we are kindly asking that our request to start a replacement class be revisited upon the Executive Director's return.

I understand the difficulties you and Mrs. Teresa Bello Jones face understaffed and overworked trying to answer to so many different pleas from VN programs throughout the state. I can only hope that you would be able to bring to Mrs. Jones' attention the fact that CBD College has had only one start of 15 students for the entire year. Being able to have a replacement start that we were requesting since December 2010. This start will prevent us from losing very interested and motivated potential students. Even more importantly, losing a start out of our pattern will decrease our physical presence and make losing clinical sites inevitable. As the report from ACCET pointed out, one of our major strengths is the dedication and expertise of our faculty. One theory instructor to one module is our structure and it lends itself to providing the students with an instructor secure and confident in their module area.

I am extremely concerned that losing a start out of our pattern will create a gap that will cost us valuable faculty members. I have attached the documentation originally submitted in December 2010 for review and consideration.

I appreciate all that you continuously do for the VN programs in California. You have been very supportive of our growth here at CBD College.

Sincerely,

Alice



January 14<sup>th</sup>, 2011

Board of Vocational Nursing and Psychiatric Technicians  
Ms. Cheryl Anderson-Supervising Nursing Education Consultant  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833

Dear Ms. Anderson,

Re.: Request a new start

Kindly consider this letter as a formal request for your recommendation to the Board for approval of a new start of thirty (30) students for the class on March 7<sup>th</sup>, 2011.

Since the last Board meeting this organization continued to diligently intensify its efforts to ensure increase in the graduates' NCLEX pass rates and accomplished significant progress. With the implementation of ATI test banks, weekly NCLEX review sessions and integration of the critical thinking throughout the program curriculum, the pass rates have demonstrated a steady increase. The third (3<sup>rd</sup>) quarter of the National Council Licensure Examination for Practical Nurses report shows that the scores of the students that graduated in April of 2010 were at 63.64%. The year to date pass rate for the same group that graduated in April 2010 is even higher – 66.67%. Our overall quarterly pass rate increased by 16.09% and brought our third quarter pass rate to 53.13%. Our yearly pass rate also increased from 33.33% to 40.95%. This statistic proves that the corrective actions undertaken by this organization are effective and that the measures implemented by this institution lead to substantial improvement in the passage rates.

The utilized methodology has been recently validated by the findings of the visiting team from Accrediting Council for Continued Education and Training (ACCET), where the highest rating of "Exceeds the standards for Accreditation" were found in the areas of Curricula, Instructional Delivery, Instructional Personnel and Evaluation and Documentation (Please see attached the Exerts from ACCET team report).

**Our rationale for requesting a new start of 30 students on March 07, 2011 is as follows.**

Since April 2010, as per Board decision we were only authorized a group of 15 students that started on November 22<sup>nd</sup>, 2010. Nonetheless, utilizing institutional resources we managed to retain our entire faculty by reassigning them to supportive duties such as tutoring and skills labs to accommodate the decrease in the student body. Also, as a result of the reduction in student population we inevitably lost several clinical rotation slots but, fortunately, were able to maintain all of our clinical sites intact.

As you are well aware, CBD College has two (2) programs running concurrently: "Applied Associate of Science in Vocational Nursing (AASVN)" and our traditional "Vocational Nursing Certificate" program. The AASVN class will graduate on March 2, 2011. However, in order to ensure that all efforts are placed on successfully launching our requested new start class (for our regular VN program), we are purposely choosing to postpone the request to start a new AASVN class at this time.

I would like to reiterate that all theory instructors teaching VN curriculum at this institution have at minimum Masters Degree, with many years of experience in the field of study. All of them are kept well aware of the latest trends in modern teaching methodology. The clinical instructors are well versed in the required fields of study and provide sufficient practical skills and knowledge necessary for the students to become well prepared for their future careers as nurses.

# CBD College



*We All Speak the Same Language!*

5724 West 3<sup>rd</sup> Street, Third Floor • Los Angeles, California 90036 • Tel. (323) 937-7772 • Fax (323) 937-4472

In summary, I sincerely hope that the improvement in the NCLEX passage statistics, as well as the findings of ACCET visiting team, as supported by attached documents, demonstrate that CBD College is well prepared to start the new class. More importantly, through continued diligent efforts and systemic overhaul of the entire educational process, starting from new approach to student selection, all the way to test and exam preparation, CHD will lead the students to successful passage of national examination.

Thank you for your attention to this matter. Should you need any additional information please do not hesitate to contact me.

Sincerely,

*Alice Sorrell-Thompson*

Alice Sorrell-Thompson, MBA, RN, PHN  
Director, Vocational Nursing Program

Encl.    Enrollment Data Table  
         Faculty – Clinical Assignments Table  
         Faculty and Facilities Form  
         OB-Peds Tracking Form  
         Third quarter NCLEX passing rates report  
         Exerts from ACCET team report



## Exerpts from ACCET Report

### Curricula- Program and Instructional Materials:

**Instructional Materials:** The institution maintains lesson plans and syllabi that reflect material, which is also covered in its texts. Every instructor is provided with an in-service so that they are fully aware of the teaching plans and the application to the classroom and clinical settings. The institution maintains a reference library as well as an audio-visual library for the use of the instructors and students; all materials are current and relevant and readily available. The institution has the required mannequins, equipment, and supplies in their skills lab to allow the students to become competent as they practice required skills prior to actual hands-on care.

**Strengths:** There are multiple computers for the use of the students; the computers are centrally located in the building where the students and the instructors have easy access. The computers used for all programs which have computer-assisted learning software installed related to meeting their clinical objectives. Each bank of computers is connected to a virtual library appropriate to each discipline. The classrooms have state of the art audio-visual equipment to enhance the learning abilities of the students. The skills labs in the institution are extremely well supplied.

### Instructional Delivery- Instructional Method, Externships/Internships, Equipment/Supplies:

**Instructional method:** Each faculty member is expected to follow the established lesson plan for the subject material being delivered. The faculty is evaluated by the Director of Education and program coordinators to ensure that the required material is being presented. The instructors are expected to bring their experiences to the classroom to enhance the learning abilities of the students. The instructors are using a variety of teaching strategies thus enhancing the learning abilities of their students. The lesson plan content is relevant to current industry standards and practices.

**Strengths:** The institution has available an assortment of teaching aids such as: overhead transparencies, audiovisuals, and PowerPoint presentations. The team observed classes during the days of the visit and found methods to include lecture, demonstration, and hands-on application. Good management skills were evident as well as active participation on the part of students.

**Externships/Internships:** Written policies and procedures are clear to ensure that the student and the site both have an understanding of the requirements of both. The Program Director or Nurse Administrator make a preliminary visit to assess the capabilities of the clinical sites, the types of cases that are performed, the equipment used, and the number of students and frequency the facility could accept students from the institution. A formal agreement is signed by both the institution and the site. The facilities are subject to evaluation by the Program Director at least once per module. VN students are monitored by instructors at all times as a clinical instructor is assigned to each rotation. The institution has clinical experiences in acute care settings, long-term care, emergency nursing, maternity and pediatric nursing.

**Strengths:** The institution demonstrated excellent communication skills with its externship partners as evidenced by documentation of communication in forms of letters, emails and

telephone conversations. The institution has a variety of excellent clinical sites, which ensure that the students are able to meet their stated objectives in these specialty areas. The site team spoke to the clinical coordinators at two (2) of the externship facilities and confirmed that the students are able to meet their required clinical objectives at those sites. Both clinical sites were impressed with the professionalism of the students, instructors, and the administration of the school. In addition, both facilities felt that the school's affiliation with their clinical sites was mutually beneficial to the students as well as the clients that the sites serve.

**Equipment/Supplies:** Equipment needs are discussed at the weekly administrative meetings and request for new or replacement equipment is made at that time. The school is well supplied with teaching materials that are appropriate to the specific area of nursing training being offered. The skills lab is well stocked and ensures that the students have the needed equipment to complete the objectives for each of the programs.

**Strengths:** The Vocational Nursing program has state of the art equipment mannequins to compensate for aspects of clinical experience that cannot be obtained in the actual clinical setting. The school is striving to ensure that the students have current equipment to give them actual hands-on experience equal or better than found in the various facilities in which students will gain employment.

#### **Instructional Personnel-Qualifications:**

**Qualifications:** The nursing faculty holds the appropriate educational credential(s) as set forth by the Board of Vocational Nursing and Psychiatric Technician and the Bureau for Private Post Secondary Education. All faculty members have specialized training and/or certification and work experience in their respective disciplines and they bring this valuable experience to the classroom. Excellent classroom management skills were observed, encouraging students and faculty discussion in the classroom setting.

**Strengths:** The institution has a clinically diverse faculty. They are well versed in their subject content specialty and very capable in their ability to bring their wealth of experience to the classroom setting. The team found that all of the instructors were academically qualified above minimum requirements and presented skills to students to enhance learning experiences and to the institution to ensure curricula is relevant and current.

#### **Evaluation and Documentation-Participant Satisfaction**

**Participants Satisfaction:** Seventy-five percent (75%) of the students present during the visit provided the team with positive feedback and an overwhelming support for the school. The students stated that overall they were getting an excellent education from well-prepared faculty members who were well versed in their professions. They voiced satisfaction with the actions of administration in rectifying any concerns that they had identified. The students felt that upon graduation they would be well prepared to enter the workforce.

**Strengths:** The degree of communication between faculty, administration staff, and the students is excellent with outcomes of student success as that hallmark of their efforts to effectively communicate. All current students and graduates interviewed by the team-expressed satisfaction and provided positive feedback about the faculty and staff.

Please complete the following Enrollment Data Table for all classes currently enrolled and for those that are proposed.

School Name: Community Based Education and Development.

ENROLLMENT DATA			
CLASS DATES		#Students Admitted at time of class start	Total Enrollment: #Students who are still in the class
Date class started or will start	Date class will Complete		
11/30/2009 ✓	03/27/2011 ✓	40	39 ✓
04/05/2010 ✓	07/24/2011 ✓	40	35 ✓
11/29/2010 ✓	03/26/2012	15 ✓	15
10/05/2009 ✓	03/04/2011 (1) ✓	9	7 ✓
3/7/2011	6/24/2012 (2)	30	30

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

1. AAS Class-approved as a different start.
2. Proposed start

ENROLLMENT DATA				
CLASS DATES		#Students Admitted at time of class start	#Students who are still in class	Total Enrollment
Date class started or will start	Date class will Complete			
11/30/2009	03/27/2011	40	39	39
04/05/2010	07/24/2011	40	35	35+39=74
11/29/2010	03/26/2012	15	15	15+74=89
10/05/2009	03/04/2011 (1)	9	7	7+89=96
3/7/2011	6/24/2012 (2)	30	30	30+96=126

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

3. AAS Class-approved as a different start.
4. Proposed start

NATIONAL COUNCIL LICENSURE EXAMINATION  
FOR PRACTICAL NURSES  
07/01/2010 THROUGH 09/30/2010

10/15/2010

G4 ROLLING QUARTERS - JURISDICTION PROGRAM SUMMARY OF ALL FIRST TIME  
CANDIDATES EDUCATED IN CALIFORNIA BOARD OF VOCATIONAL NURSING PSYCHIATRIC TECHNICIANS

PROGRAM SCHOOL CODE	CITY	GRAD DATE	CURRENT QUARTER --- 07/01/2010 - 09/30/2010 ---				YEAR TO DATE --- 10/01/2009 - 09/30/2010 ---			
			CAND	PASS	FAIL	% PASS	CAND	PASS	FAIL	% PASS
04-237	LOS ANGELES	04-10	22	14	8	63.64	24	16	8	66.67
		12-09	7	2	5	28.57	34	17	17	50.00
		10-09	1	1	0	100.00	5	2	3	40.00
		08-09	2	0	2	0.00	2	0	2	0.00
		07-09	0	0	0	0.00	28	7	21	25.00
		03-09	0	0	0	0.00	8	0	8	0.00
		10-08	0	0	0	0.00	3	1	2	33.33
		04-08	0	0	0	0.00	1	0	1	0.00
		TOTAL	32	17	15	53.13	105	43	62	40.95
04-208	GARDEN GROVE	06-10	7	7	0	100.00	7	7	0	100.00
		03-10	7	6	1	85.71	37	34	3	91.89
		11-09	3	3	0	100.00	43	38	5	88.37
		08-09	0	0	0	0.00	32	30	2	93.75
		06-09	0	0	0	0.00	13	13	0	100.00
		03-09	0	0	0	0.00	3	3	0	100.00
		12-08	0	0	0	0.00	1	1	0	100.00
		03-07	0	0	0	0.00	1	0	1	0.00
		TOTAL	17	16	1	94.12	137	126	11	91.97
04-213	SAN DIEGO	06-10	9	9	0	100.00	9	9	0	100.00
		02-10	4	3	1	75.00	19	16	3	84.21
		11-09	0	0	0	0.00	5	4	1	80.00
		08-09	0	0	0	0.00	21	20	1	95.24
		05-09	0	0	0	0.00	1	0	1	0.00
		02-09	0	0	0	0.00	2	1	1	50.00
		11-08	0	0	0	0.00	1	0	1	0.00
		08-08	0	0	0	0.00	1	1	0	100.00
		TOTAL	13	12	1	92.31	59	53	6	89.83
04-181	SAN BERNARDINO	07-10	6	5	1	83.33	6	5	1	83.33
		04-10	16	13	3	81.25	18	15	3	83.33
		02-10	1	1	0	100.00	24	24	0	100.00
		11-09	0	0	0	0.00	15	13	2	86.67
		10-09	0	0	0	0.00	15	13	2	86.67
		08-09	0	0	0	0.00	23	16	7	69.57
		07-09	0	0	0	0.00	15	12	3	80.00
		04-09	0	0	0	0.00	7	5	2	71.43
		12-02	0	0	0	0.00	1	1	0	100.00
		TOTAL	23	19	4	82.61	124	104	20	83.87

## Faculty/Student Clinical Assignments

Complete for all currently enrolled and all proposed students.

Use data for your faculty and facilities that will accurately document the status on the first clinical day for your proposed students.

School: Community Based Education and Development

Faculty name	Assigned facility	# of Students Allowed/ Instructor	# of Students Actually in Group	Level of students being taught	Days of Clinical Experience	Time of Clinical Experience	Pre-conference Time	Post-conference Time
Jackson, Stephanie	Saint John of God	10/1	10	1 (team 1)	Thursday	2:30pm-11:00pm	2:30pm	10:30pm
Jackson, Stephanie	Saint John of God	10/1	10	1 (team 1)	Sunday	2:30pm-11:00pm	2:30pm	10:30pm
DeLaMerced, Noel	Country Villa Wilshire	10/1	10	1 (team 2)	Tuesday	7:00am-3:30pm	7:00am	3:00pm
DeLaMerced, Noel	Country Villa Wilshire	10/1	10	1 (team 2)	Saturday	2:30pm-11:00pm	2:30pm	10:30pm
Antido, Sheryl	Westlake Center	10/1	10	1 (team 3)	Friday	7:00am-3:30pm	7:00am	3:00pm
Jones, Dorla	Westlake Center	10/1	10	1 (team 3)	Saturday	7:00am-3:30pm	7:00am	3:00pm
DeLaMerced, Noel	Country Villa Wilshire	10/1	7	2 (team 1)	Thursday	7:00am-3:30pm	7:00am	3:00pm
DeLaMerced, Noel	Country Villa Wilshire	10/1	8	2 (team 2)	Friday	7:00am-3:30pm	7:00am	3:00pm
Abramyan, Mike	Olympia Medical Center	12/1	12	3 (team 1)	Tuesday	2:30pm-11:00pm	2:30pm	10:30pm
Jones, Dorla	New Vista Post-Acute Care Center	15/1	12	3 (team 1)	Sunday	7:00am-3:30pm	7:00am	3:00pm
Abramyan, Mike	Olympia Medical Center	12/1	12	3 (team 2)	Friday	7:00am-3:30pm	7:00am	3:00pm
Bella, Luisa	Saint John of God	10/1	10	3 (team 2)	Saturday	7:00am-3:30pm	7:00am	3:00pm
Johnson, Paula	New Vista Post-Acute Care Center	15/1	0 (on hold)	3 (team 3)	Friday	7:00am-3:30pm	7:00am	3:00pm
Khilkevich, Oleg	Olympia Medical Center	12/1	0 (on hold)	3 (team 3)	Sunday	7:00am-3:30pm	7:00am	3:00pm

Pinkney, Michelle	New Vista Post-Acute Care Center	15/1	13	3 (team 4)	Tuesday	2:30pm-11:00pm	2:30pm	10:30pm
Pinkney, Michelle	New Vista Post-Acute Care Center	15/1	13	3 (team 4)	Wednesday	2:30pm-11:00pm	2:30pm	10:30pm

Faculty name	Assigned facility	# of Students Allowed/Instructor	# of Students Actually in Group	Level of students being taught	Days of Clinical Experience	Time of Clinical Experience	Pre-conference Time	Post-conference Time
Lucas, Bernadette	Olympia Medical Center	12/1	10	4 (team 1,2,3) 4 on hold	Monday	2:30pm-11:00pm	2:30pm	10:30pm
Lucas, Bernadette	Olympia Medical Center	12/1	10	4 (team 1,2,3) 4 on hold	Wednesday	2:30pm-11:00pm	2:30pm	10:30pm
Khilkevich, Oleg	Olympia Medical Center	12/1	10	4 (team 1,2,3)	Saturday	7:00am-3:30pm	7:00am	3:00pm
Khilkevich, Oleg	Olympia Medical Center	12/1	7	AASVN	Sunday	7:00am-2:30pm	7:00am	3:00pm
Abramyan, Mike	Olympia Medical Center	12/1	9	4 (team 1,2,3)	Monday	7:00am-2:30pm	2:30pm	10:30pm
Bella, Luisa	Kaiser Permanente	10/1	9	4 (team 1,2,3,4)	Monday	7:00am-3:30pm	7:00am	3:00pm
Bella, Luisa	Kaiser Permanente	10/1	7	4 (team 1,2,3) 4 on hold	Wednesday	7:00am-3:30pm	7:00am	3:00pm
Antido, Sheryl	Saint John of God	10/1	10	4 (team 1,2,3) 4 on hold	Monday	7:00am-2:30pm	2:30pm	10:30pm
Antido, Sheryl	Saint John of God	10/1	10	4 (team 1,2,3) on hold	Saturday	7:00am-3:30pm	7:00am	3:00pm
Weakley, Freddie	Orthopaedic Hospital	2/1	2 per day per shift	4 (2 per shift)	Mon-Sun	7:00am-3:30pm	7:00am	3:00pm

Instructor  
F. Weakley

Site	Level/ Team/Student	Day	Shift
Ortho	IV-I - 1 & 2	Sunday	Day
Ortho	IV-I - 1 & 2	Saturday	Day
Ortho	IV-I - 3 & 4	Monday	Day
Ortho	IV-I - 3 & 4	Thursday	Day
Ortho	IV-I - 5 & 6	Monday	Eve
Ortho	IV - I - 5 & 6	Wednesday	Day
Ortho	IV - I - 7 & 8	Wednesday	Eve
Ortho	IV - I - 7 & 8	Thursday	Eve
Ortho	IV - I - 9 & 10	Saturday	Eve
Ortho	IV - I - 9 & 10	Sunday	Eve
Ortho	IV-II - 1 & 2	Sunday	Day
Ortho	IV-II - 1 & 2	Saturday	Day
Ortho	IV-II - 3 & 4	Monday	Day
Ortho	IV-II - 3 & 4	Thursday	Day
Ortho	IV-II - 5 & 6	Monday	Eve
Ortho	IV - II - 5 & 6	Wednesday	Day
Ortho	IV - II - 7 & 8	Wednesday	Eve
Ortho	IV - II - 7 & 8	Thursday	Eve
Ortho	IV - II - 9 & 10	Saturday	Eve
Ortho	IV - II - 9 & 10	Sunday	Eve
Ortho	IV-III - 1 & 2	Sunday	Day
Ortho	IV-III - 1 & 2	Saturday	Day
Ortho	IV-III - 3 & 4	Monday	Day
Ortho	IV-III - 3 & 4	Thursday	Day
Ortho	IV-III - 5 & 6	Monday	Eve
Ortho	IV - III - 5 & 6	Wednesday	Day
Ortho	IV - III - 7 & 8	Wednesday	Eve
Ortho	IV - III - 7 & 8	Thursday	Eve
Ortho	IV - III - 9 & 10	Saturday	Eve
Ortho	IV - III - 9 & 10	Sunday	Eve
Ortho	IV-IV - 1 & 2	Sunday	Day
Ortho	IV-IV - 1 & 2	Saturday	Day
Ortho	IV-IV - 3 & 4	Monday	Day
Ortho	IV-IV - 3 & 4	Thursday	Day
Ortho	IV-IV - 5 & 6	Monday	Eve
Ortho	IV - IV - 5 & 6	Wednesday	Day
Ortho	IV - IV - 7 & 8	Wednesday	Eve
Ortho	IV - IV - 7 & 8	Thursday	Eve
Ortho	IV - IV - 9 & 10	Saturday	Eve
Ortho	IV - IV - 9 & 10	Sunday	Eve

W  
e  
e  
k  
s

1  
-  
3

W  
e  
e  
k  
s

3  
-  
5

W  
e  
e  
k  
s

6  
-  
8

W  
e  
e  
k  
s

8  
-  
1



# Maternity and Pediatric Tracking Form

## Community Based Education and Development

The purpose of this form is to delineate the program's presentation of theory instruction and clinical experience in Maternity Nursing and Pediatric Nursing to enrolled students and to ensure that every student receives the number of hours of theory instruction and clinical training consistent with the Board - approved curriculum.

List each student assignment for Maternity Nursing and Pediatric Nursing. Include both theory instruction and clinical experience, according to the program's instructional plan. Fill in the corresponding week of theory instruction and clinical experience from the program's instructional plan (IP). Modify the form as needed to show the number of students you are requesting and the number of weeks in your terms

Week	IP Wk # 46 (Mod. IV week 1)		IP Wk # 47 (Mod. IV week 2)		IP Wk # 48 (Mod. IV week 3)		IP Wk # 49 (Mod. IV week 4)		IP Wk # 50 (Mod. IV week 5)	
Session	1	2	3	4	5	6	7	8	9	10
Theory for all students	Health Promo of Infant	Health Promo: Child &	Basic Pediatric Care	Basic Pediatric Care	Basic Pediatric Care	Child of Physical Disorder	Child of Physical Disorder	Child with mental	Pregnancy	Pregnancy
Clinical Student 1-10	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	OLYM Oleg Sat - DAY	OLYM - Mike - Mon - DAY	OLYM Oleg Sat - DAY	OLYM - Mike - Mon - DAY	OLYM Oleg Sat - DAY
Clinical Student 11-20	OLYM Oleg Sat - DAY	OLYM - Mike - Mon - DAY	OLYM Oleg Sat - DAY	OLYM - Mike - Mon - DAY	OLYM Oleg Sat - DAY	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric
Clinical Student 21-30	OLYM - Lucas - Mon EVE	OLYM - Lucas - Wed EVE	OLYM - Lucas - Mon EVE	OLYM - Lucas - Wed EVE	OLYM - Lucas - Mon EVE	OLYM - Lucas - Wed EVE	OLYM - Lucas - Mon EVE	OLYM - Lucas - Wed EVE	OLYM - Lucas - Mon EVE	OLYM - Lucas - Wed EVE

IP Wk # 51 (Mod. IV week 6)		IP Wk # 52 (Mod. IV week 7)		IP Wk # 53 (Mod. IV week 8)		IP Wk # 54 (Mod. IV week 9)		IP Wk # 55 (Mod. IV week 10)		IP Wk # 56 (Mod. IV week 11)	
11	12	13	14	15	16	17	18	19	20	21	22
Care of Mother and Newborn	Care of Mother and Newborn	High Risk Mother	Basic Mental Health	Basic Mental Health	Care of Psych Disorder	Care of Psych Disorder	Drugs for Anxiety	Drugs for Anxiety	Care of Psych Addictive Personalit	Care of Psych Addictive Personalit	Leadership
SJG - Antido Mon - DAY	SJG - Antido Sat - DAY	SJG - Antido Mon - DAY	SJG - Antido Sat - DAY	SJG - Antido Mon - DAY	OLYM - Oleg Sat - DAY	OLYM - Mike Mon - DAY	OLYM - Oleg Sat - DAY	OLYM - Mike Mon - DAY	OLYM - Oleg Sat - DAY	OLYM - Mike Mon - DAY	OLYM - Oleg Sat - DAY
OLYM - Oleg Sat - DAY	OLYM - Mike Mon - DAY	OLYM - Oleg Sat - DAY	OLYM - Mike Mon - DAY	OLYM - Oleg Sat - DAY	SJG - Antido Mon - DAY	SJG - Antido Sat - DAY	SJG - Antido Mon - DAY	SJG - Antido Sat - DAY	SJG - Antido Mon - DAY	SJG - Antido Sat - DAY	SJG - Antido Mon - DAY
Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	Kaiser - Bella Mon - DAY	Kaiser - Bella Wed - DAY	Kaiser - Bella Mon - DAY	Kaiser - Bella Wed - DAY	Kaiser - Bella Mon - DAY	Kaiser - Bella Wed - DAY	SJG - Antido Mon - DAY

IP Wk # 57 (Mod. IV week 12)		IP Wk # 58 (Mod. IV week 13)		IP Wk # 59 (Mod. IV week 14)		IP Wk # 60 (Mod. IV week 15)	
23	24	25	26	27	28	29	30
Leadership	Leadership	Leadership	Supervision	Rehab	Rehab	Ped Review	Mat Review
OLYM - Mike - Mon DAY	OLYM Oleg Sat - DAY	OLYM - Mike - Mon - DAY	Kaiser - Bella - Wed DAY	Kaiser - Bella - Mon DAY	Kaiser - Bella - Wed DAY	Kaiser - Bella - Mon DAY	Kaiser - Bella - Wed DAY
Kaiser - Bella - Wed DAY	Kaiser - Bella - Mon DAY	Kaiser - Bella - Wed DAY	OLYM - Oleg Sat - DAY	OLYM - Mike - Mon DAY	OLYM - Oleg Sat - DAY	OLYM - Mike - Mon DAY	OLYM - Oleg Sat - DAY
SJG - Antido - Sat - DAY	SJG - Antido - Mon - DAY	SJG - Antido - Sat - DAY	OLYM - Mike - Mon - DAY	OLYM - Oleg Sat - DAY	OLYM - Mike - Mon - DAY	OLYM - Oleg Sat - DAY	OLYM - Mike - Mon - DAY

Replacement start of 30 students for class of 40 students graduated 3/27/2011 Originally, the request was sent December 2010. Would like to start April 2011.

Request a replacement start: Associate of Applied Science Vocational Nursing- Class size of 15 to begin May 2011. (Replacing class that graduated March 2011)

**CBD College pattern of VN (non-degreed) class starts 2011-2012:**

VN- Class size of 30 to begin April 2011

VN- Class size of 30 to begin August 2011.

VN- Class size of 30 to begin November 2011.

VN- Class size of 30 to begin April 2012.

VN- Class size of 30 to begin August 2012.

VN- Class size of 30 to begin November 2012.

## Agenda Item #13.C.Attachment G

Cheryl Anderson

---

From: alice.sorrell-thompson [healingheartslia@yahoo.com]  
Sent: Wednesday, April 06, 2011, 6:38 PM  
To: Cheryl Anderson  
Cc: asnustrov@cbd.edu  
Subject: CBD Projected Schedule for Class Starts  
Attachments: attachments\_2011\_04\_06.zip; Replacement start of 30 students for class of 40 students graduated 3.docx

Good Afternoon Ms. Cheryl,

Thank you for taking the time to talk to me Monday evening. As we discussed, I have attached a schedule of projected new class starts for the 2011-2012 program year beginning with the request that CBD College originally submitted in December 2010.

To bring us all current, on December 7, 2010, CBD College sent via FedEx documentation required for consideration of a start replacing the class graduating on March 28, 2011.

On January 18, 2010, I sent an email with the updated information from our institutional accrediting agency (ACCET) validating our program's strengths and areas of improvement. On February 14, 2011, I spoke with you in order to clarify CBD's participation at the February 2011 quarterly board meeting and to verify receipt of our documentation requesting to start a replacement class. Thank you for confirming during this conversation that you had received my email with the additional documentation. It was a pleasure to see you February 25, 2011 at the board meeting. My colleague Larisa was pleased to meet and to receive reassurance that our request to start a new class would be reviewed the week after the board meeting. We spoke again on March 18, 2011 and per our conversation at that time I resubmitted all the documentation originally sent in December 2010 via email in hopes that it would be reviewed and a decision would be made regarding our request to replace the class. We most recently spoke on Monday April 4, 2011. During this conversation you did share that the Executive Director was not available and that she was the only one to make a decision regarding a class start. You also stated that the Executive Director was anticipated to return the following week. At this point, we are kindly asking that our request to start a replacement class be revisited upon the Executive Director's return.

I understand the difficulties you and Mrs. Teresa Bello Jones face understaffed and overworked trying to answer to so many different pleas from VN programs throughout the state. I can only hope that you would be able to bring to Mrs. Jones' attention the fact that CBD College has had only one start of 15 students for the entire year. Being able to have a replacement start that we were requesting since December 2010. This start will prevent us from losing very interested and motivated potential students. Even more importantly, losing a start out of our pattern will decrease our physical presence and make losing clinical sites inevitable. As the report from ACCET pointed out, one of our major strengths is the dedication and expertise of our faculty. One theory instructor to one module is our structure and it lends itself to providing the students with an instructor secure and confident in their module area.

I am extremely concerned that losing a start out of our pattern will create a gap that will cost us valuable faculty members. I have attached the documentation originally submitted in December 2010 for review and consideration.

I appreciate all that you continuously do for the VN programs in California. You have been very supportive of our growth here at CBD College.

Sincerely,

Alice



January 14<sup>th</sup>, 2011

Board of Vocational Nursing and Psychiatric Technicians  
Ms. Cheryl Anderson-Supervising Nursing Education Consultant  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, CA 95833

Dear Ms. Anderson,

Re.: **Request a new start**

Kindly consider this letter as a formal request for your recommendation to the Board for approval of a new start of thirty (30) students for the class on March 7<sup>th</sup>, 2011.

Since the last Board meeting this organization continued to diligently intensify its efforts to ensure increase in the graduates' NCLEX pass rates and accomplished significant progress. With the implementation of ATI test banks, weekly NCLEX review sessions and integration of the critical thinking throughout the program curriculum, the pass rates have demonstrated a steady increase. The third (3<sup>rd</sup>) quarter of the National Council Licensure Examination for Practical Nurses report shows that the scores of the students that graduated in April of 2010 were at 63.64%. The year to date pass rate for the same group that graduated in April 2010 is even higher – 66.67%. Our overall quarterly pass rate increased by 16.09% and brought our third quarter pass rate to 53.13%. Our yearly pass rate also increased from 33.33% to 40.95%. This statistic proves that the corrective actions undertaken by this organization are effective and that the measures implemented by this institution lead to substantial improvement in the passage rates.

The utilized methodology has been recently validated by the findings of the visiting team from Accrediting Council for Continued Education and Training (ACCET), where the highest rating of "Exceeds the standards for Accreditation" were found in the areas of Curricula, Instructional Delivery, Instructional Personnel and Evaluation and Documentation (Please see attached the Exerts from ACCET team report).

**Our rationale for requesting a new start of 30 students on March 07, 2011 is as follows.**

Since April 2010, as per Board decision we were only authorized a group of 15 students that started on November 22<sup>nd</sup>, 2010. Nonetheless, utilizing institutional resources we managed to retain our entire faculty by reassigning them to supportive duties such as tutoring and skills labs to accommodate the decrease in the student body. Also, as a result of the reduction in student population we inevitably lost several clinical rotation slots but, fortunately, were able to maintain all of our clinical sites intact.

As you are well aware, CBD College has two (2) programs running concurrently: "Applied Associate of Science in Vocational Nursing (AASVN)" and our traditional "Vocational Nursing Certificate" program. The AASVN class will graduate on March 2, 2011. However, in order to ensure that all efforts are placed on successfully launching our requested new start class (for our regular VN program), we are purposely choosing to postpone the request to start a new AASVN class at this time.

I would like to reiterate that all theory instructors teaching VN curriculum at this institution have at minimum Masters Degree, with many years of experience in the field of study. All of them are kept well aware of the latest trends in modern teaching methodology. The clinical instructors are well versed in the required fields of study and provide sufficient practical skills and knowledge necessary for the students to become well prepared for their future careers as nurses.

# CBD College



*We All Speak the Same Language!*

5724 West 3<sup>rd</sup> Street, Third Floor • Los Angeles, California 90036 • Tel. (323) 937-7772 • Fax (323) 937-4472

In summary, I sincerely hope that the improvement in the NCLEX passage statistics, as well as the findings of ACCET visiting team, as supported by attached documents, demonstrate that CBD College is well prepared to start the new class. More importantly, through continued diligent efforts and systemic overhaul of the entire educational process, starting from new approach to student selection, all the way to test and exam preparation, CHD will lead the students to successful passage of national examination.

Thank you for your attention to this matter. Should you need any additional information please do not hesitate to contact me.

Sincerely,

*Alice Sorrell-Thompson*

Alice Sorrell-Thompson, MBA, RN, PHN  
Director, Vocational Nursing Program

Encl.   Enrollment Data Table  
         Faculty – Clinical Assignments Table  
         Faculty and Facilities Form  
         OB-Peds Tracking Form  
         Third quarter NCLEX passing rates report  
         Exerts from ACCET team report



## Exerpts from ACCET Report

### Curricula- Program and Instructional Materials:

**Instructional Materials:** The institution maintains lesson plans and syllabi that reflect material, which is also covered in its texts. Every instructor is provided with an in-service so that they are fully aware of the teaching plans and the application to the classroom and clinical settings. The institution maintains a reference library as well as an audio-visual library for the use of the instructors and students; all materials are current and relevant and readily available. The institution has the required mannequins, equipment, and supplies in their skills lab to allow the students to become competent as they practice required skills prior to actual hands-on care.

**Strengths:** There are multiple computers for the use of the students; the computers are centrally located in the building where the students and the instructors have easy access. The computers used for all programs which have computer-assisted learning software installed related to meeting their clinical objectives. Each bank of computers is connected to a virtual library appropriate to each discipline. The classrooms have state of the art audio-visual equipment to enhance the learning abilities of the students. The skills labs in the institution are extremely well supplied.

### Instructional Delivery- Instructional Method, Externships/Internships, Equipment/Supplies:

**Instructional method:** Each faculty member is expected to follow the established lesson plan for the subject material being delivered. The faculty is evaluated by the Director of Education and program coordinators to ensure that the required material is being presented. The instructors are expected to bring their experiences to the classroom to enhance the learning abilities of the students. The instructors are using a variety of teaching strategies thus enhancing the learning abilities of their students. The lesson plan content is relevant to current industry standards and practices.

**Strengths:** The institution has available an assortment of teaching aids such as: overhead transparencies, audiovisuals, and PowerPoint presentations. The team observed classes during the days of the visit and found methods to include lecture, demonstration, and hands-on application. Good management skills were evident as well as active participation on the part of students.

**Externships/Internships:** Written policies and procedures are clear to ensure that the student and the site both have an understanding of the requirements of both. The Program Director or Nurse Administrator make a preliminary visit to assess the capabilities of the clinical sites, the types of cases that are performed, the equipment used, and the number of students and frequency the facility could accept students from the institution. A formal agreement is signed by both the institution and the site. The facilities are subject to evaluation by the Program Director at least once per module. VN students are monitored by instructors at all times as a clinical instructor is assigned to each rotation. The institution has clinical experiences in acute care settings, long-term care, emergency nursing, maternity and pediatric nursing.

**Strengths:** The institution demonstrated excellent communication skills with its externship partners as evidenced by documentation of communication in forms of letters, emails and

telephone conversations. The institution has a variety of excellent clinical sites, which ensure that the students are able to meet their stated objectives in these specialty areas. The site team spoke to the clinical coordinators at two (2) of the externship facilities and confirmed that the students are able to meet their required clinical objectives at those sites. Both clinical sites were impressed with the professionalism of the students, instructors, and the administration of the school. In addition, both facilities felt that the school's affiliation with their clinical sites was mutually beneficial to the students as well as the clients that the sites serve.

**Equipment/Supplies:** Equipment needs are discussed at the weekly administrative meetings and request for new or replacement equipment is made at that time. The school is well supplied with teaching materials that are appropriate to the specific area of nursing training being offered. The skills lab is well stocked and ensures that the students have the needed equipment to complete the objectives for each of the programs.

**Strengths:** The Vocational Nursing program has state of the art equipment mannequins to compensate for aspects of clinical experience that cannot be obtained in the actual clinical setting. The school is striving to ensure that the students have current equipment to give them actual hands-on experience equal or better than found in the various facilities in which students will gain employment.

#### **Instructional Personnel-Qualifications:**

**Qualifications:** The nursing faculty holds the appropriate educational credential(s) as set forth by the Board of Vocational Nursing and Psychiatric Technician and the Bureau for Private Post Secondary Education. All faculty members have specialized training and/or certification and work experience in their respective disciplines and they bring this valuable experience to the classroom. Excellent classroom management skills were observed, encouraging students and faculty discussion in the classroom setting.

**Strengths:** The institution has a clinically diverse faculty. They are well versed in their subject content specialty and very capable in their ability to bring their wealth of experience to the classroom setting. The team found that all of the instructors were academically qualified above minimum requirements and presented skills to students to enhance learning experiences and to the institution to ensure curricula is relevant and current.

#### **Evaluation and Documentation-Participant Satisfaction**

**Participants Satisfaction:** Seventy-five percent (75%) of the students present during the visit provided the team with positive feedback and an overwhelming support for the school. The students stated that overall they were getting an excellent education from well-prepared faculty members who were well versed in their professions. They voiced satisfaction with the actions of administration in rectifying any concerns that they had identified. The students felt that upon graduation they would be well prepared to enter the workforce.

**Strengths:** The degree of communication between faculty, administration staff, and the students is excellent with outcomes of student success as that hallmark of their efforts to effectively communicate. All current students and graduates interviewed by the team-expressed satisfaction and provided positive feedback about the faculty and staff.

Please complete the following Enrollment Data Table for all classes currently enrolled and for those that are proposed.

School Name: Community Based Education and Development.

ENROLLMENT DATA			
CLASS DATES		#Students Admitted at time of class start	Total Enrollment: #Students who are still in the class
Date class started or will start	Date class will Complete		
11/30/2009 ✓	03/27/2011 ✓	40	39 ✓
04/05/2010 ✓	07/24/2011 ✓	40	35 ✓
11/29/2010 ✓	03/26/2012	15 ✓	15
10/05/2009 ✓	03/04/2011 (1) ✓	9	7 ✓
3/7/2011	6/24/2012 (2)	30	30

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

1. AAS Class-approved as a different start.
2. Proposed start

ENROLLMENT DATA				
CLASS DATES		#Students Admitted at time of class start	#Students who are still in class	Total Enrollment
Date class started or will start	Date class will Complete			
11/30/2009	03/27/2011	40	39	39
04/05/2010	07/24/2011	40	35	35+39=74
11/29/2010	03/26/2012	15	15	15+74=89
10/05/2009	03/04/2011 (1)	9	7	7+89=96
3/7/2011	6/24/2012 (2)	30	30	30+96=126

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

3. AAS Class-approved as a different start.
4. Proposed start

NATIONAL COUNCIL LICENSURE EXAMINATION  
FOR PRACTICAL NURSES  
07/01/2010 THROUGH 09/30/2010

10/15/2010

G4 ROLLING QUARTERS - JURISDICTION PROGRAM SUMMARY OF ALL FIRST TIME  
CANDIDATES EDUCATED IN CALIFORNIA BOARD OF VOCATIONAL NURSING PSYCHIATRIC TECHNICIANS

PROGRAM SCHOOL CODE	CITY	GRAD DATE	CURRENT QUARTER --- 07/01/2010 - 09/30/2010 ---				YEAR TO DATE --- 10/01/2009 - 09/30/2010 ---			
			CAND	PASS	FAIL	% PASS	CAND	PASS	FAIL	% PASS
04-237	LOS ANGELES	04-10	22	14	8	63.64	24	16	8	66.67
		12-09	7	2	5	28.57	34	17	17	50.00
		10-09	1	1	0	100.00	5	2	3	40.00
		09-09	2	0	2	0.00	2	0	2	0.00
		07-09	0	0	0	0.00	28	7	21	25.00
		03-09	0	0	0	0.00	8	0	8	0.00
		10-08	0	0	0	0.00	3	1	2	33.33
		04-08	0	0	0	0.00	1	0	1	0.00
		TOTAL	32	17	15	53.13	105	43	62	40.95
04-208	GARDEN GROVE	06-10	7	7	0	100.00	7	7	0	100.00
		03-10	7	6	1	85.71	37	34	3	91.89
		11-09	3	3	0	100.00	43	38	5	88.37
		08-09	0	0	0	0.00	32	30	2	93.75
		06-09	0	0	0	0.00	13	13	0	100.00
		03-09	0	0	0	0.00	3	3	0	100.00
		12-08	0	0	0	0.00	1	1	0	100.00
		03-07	0	0	0	0.00	1	0	1	0.00
		TOTAL	17	16	1	94.12	137	126	11	91.97
04-213	SAN DIEGO	08-10	9	9	0	100.00	9	9	0	100.00
		02-10	4	3	1	75.00	19	16	3	84.21
		11-09	0	0	0	0.00	5	4	1	80.00
		08-09	0	0	0	0.00	21	20	1	95.24
		05-09	0	0	0	0.00	1	0	1	0.00
		02-09	0	0	0	0.00	2	1	1	50.00
		11-08	0	0	0	0.00	1	0	1	0.00
		08-08	0	0	0	0.00	1	1	0	100.00
		TOTAL	13	12	1	92.31	59	53	6	89.83
04-181	SAN BERNARDINO	07-10	6	5	1	83.33	6	5	1	83.33
		04-10	16	13	3	81.25	18	15	3	83.33
		02-10	1	1	0	100.00	24	24	0	100.00
		11-09	0	0	0	0.00	15	13	2	86.67
		10-09	0	0	0	0.00	15	13	2	86.67
		08-09	0	0	0	0.00	23	16	7	69.57
		07-09	0	0	0	0.00	15	12	3	80.00
		04-09	0	0	0	0.00	7	5	2	71.43
		12-02	0	0	0	0.00	1	1	0	100.00
		TOTAL	23	19	4	82.61	124	104	20	83.87

## Faculty/Student Clinical Assignments

Complete for all currently enrolled and all proposed students.

Use data for your faculty and facilities that will accurately document the status on the first clinical day for your proposed students.

### School: Community Based Education and Development

Faculty name	Assigned facility	# of Students Allowed/ Instructor	# of Students Actually in Group	Level of students being taught	Days of Clinical Experience	Time of Clinical Experience	Pre-conference Time	Post-conference Time
Jackson, Stephanie	Saint John of God	10/1	10	1 (team 1)	Thursday	2:30pm-11:00pm	2:30pm	10:30pm
Jackson, Stephanie	Saint John of God	10/1	10	1 (team 1)	Sunday	2:30pm-11:00pm	2:30pm	10:30pm
DeLaMerced, Noel	Country Villa Wilshire	10/1	10	1 (team 2)	Tuesday	7:00am-3:30pm	7:00am	3:00pm
DeLaMerced, Noel	Country Villa Wilshire	10/1	10	1 (team 2)	Saturday	2:30pm-11:00pm	2:30pm	10:30pm
Anfido, Sheryl	Westlake Center	10/1	10	1 (team 3)	Friday	7:00am-3:30pm	7:00am	3:00pm
Jones, Dorla	Westlake Center	10/1	10	1 (team 3)	Saturday	7:00am-3:30pm	7:00am	3:00pm
DeLaMerced, Noel	Country Villa Wilshire	10/1	7	2 (team 1)	Thursday	7:00am-3:30pm	7:00am	3:00pm
DeLaMerced, Noel	Country Villa Wilshire	10/1	8	2 (team 2)	Friday	7:00am-3:30pm	7:00am	3:00pm
Abramyan, Mike	Olympia Medical Center	12/1	12	3 (team 1)	Tuesday	2:30pm-11:00pm	2:30pm	10:30pm
Jones, Dorla	New Vista Post-Acute Care Center	15/1	12	3 (team 1)	Sunday	7:00am-3:30pm	7:00am	3:00pm
Abramyan, Mike	Olympia Medical Center	12/1	12	3 (team 2)	Friday	7:00am-3:30pm	7:00am	3:00pm
Bella, Luisa	Saint John of God	10/1	10	3 (team 2)	Saturday	7:00am-3:30pm	7:00am	3:00pm
Johnson, Paula	New Vista Post-Acute Care Center	15/1	0 (on hold)	3 (team 3)	Friday	7:00am-3:30pm	7:00am	3:00pm
Khilkevich, Oleg	Olympia Medical Center	12/1	0 (on hold)	3 (team 3)	Sunday	7:00am-3:30pm	7:00am	3:00pm

Pinkney, Michelle	New Vista Post-Acute Care Center	15/1	13	3 (team 4)	Tuesday	2:30pm-11:00pm	2:30pm	10:30pm
Pinkney, Michelle	New Vista Post-Acute Care Center	15/1	13	3 (team 4)	Wednesday	2:30pm-11:00pm	2:30pm	10:30pm

Faculty name	Assigned facility	# of Students Allowed/ Instructor	# of Students Actually in Group	Level of students being taught	Days of Clinical Experience	Time of Clinical Experience	Pre-conference Time	Post-conference Time
Lucas, Bernadette	Olympia Medical Center	12/1	10	4 (team 1,2,3) 4 on hold	Monday	2:30pm-11:00pm	2:30pm	10:30pm
Lucas, Bernadette	Olympia Medical Center	12/1	10	4 (team 1,2,3) 4 on hold	Wednesday	2:30pm-11:00pm	2:30pm	10:30pm
Khilkevich, Oleg	Olympia Medical Center	12/1	10	4 (team 1,2,3)	Saturday	7:00am-3:30pm	7:00am	3:00pm
Khilkevich, Oleg	Olympia Medical Center	12/1	7	AASVN	Sunday	7:00am-2:30pm	7:00am	3:00pm
Abramyan, Mike	Olympia Medical Center	12/1	9	4 (team 1,2,3)	Monday	7:00am-2:30pm	2:30pm	10:30pm
Bella, Luisa	Kaiser Permanente	10/1	9	4 (team 1,2, 3,4)	Monday	7:00am-3:30pm	7:00am	3:00pm
Bella, Luisa	Kaiser Permanente	10/1	7	4 (team 1,2,3) 4 on hold	Wednesday	7:00am-3:30pm	7:00am	3:00pm
Antido, Sheryl	Saint John of God	10/1	10	4 (team 1,2,3) 4 on hold	Monday	7:00am-2:30pm	2:30pm	10:30pm
Antido, Sheryl	Saint John of God	10/1	10	4 (team 1,2,3) on hold	Saturday	7:00am-3:30pm	7:00am	3:00pm
Weakley, Freddie	Orthopaedic Hospital	2/1	2 per day per shift	4 (2 per shift)	Mon-Sun	7:00am-3:30pm	7:00am	3:00pm

Instructor	Site	Level/ Team/Student	Day	Shift	
F. Weakley	Ortho	IV-I - 1 & 2	Sunday	Day	Weeks 1-3
	Ortho	IV-I - 1 & 2	Saturday	Day	
	Ortho	IV-I - 3 & 4	Monday	Day	
	Ortho	IV-I - 3 & 4	Thursday	Day	
	Ortho	IV-I - 5 & 6	Monday	Eve	
	Ortho	IV - I - 5 & 6	Wednesday	Day	
	Ortho	IV - I - 7 & 8	Wednesday	Eve	
	Ortho	IV - I - 7 & 8	Thursday	Eve	
	Ortho	IV - I - 9 & 10	Saturday	Eve	
	Ortho	IV - I - 9 & 10	Sunday	Eve	
	Ortho	IV-II - 1 & 2	Sunday	Day	Weeks 3-5
	Ortho	IV-II - 1 & 2	Saturday	Day	
	Ortho	IV-II - 3 & 4	Monday	Day	
	Ortho	IV-II - 3 & 4	Thursday	Day	
	Ortho	IV-II - 5 & 6	Monday	Eve	
	Ortho	IV - II - 5 & 6	Wednesday	Day	
	Ortho	IV - II - 7 & 8	Wednesday	Eve	
	Ortho	IV - II - 7 & 8	Thursday	Eve	
	Ortho	IV - II - 9 & 10	Saturday	Eve	
	Ortho	IV - II - 9 & 10	Sunday	Eve	
	Ortho	IV-III - 1 & 2	Sunday	Day	Weeks 6-8
	Ortho	IV-III - 1 & 2	Saturday	Day	
	Ortho	IV-III - 3 & 4	Monday	Day	
	Ortho	IV-III - 3 & 4	Thursday	Day	
	Ortho	IV-III - 5 & 6	Monday	Eve	
	Ortho	IV - III - 5 & 6	Wednesday	Day	
	Ortho	IV - III - 7 & 8	Wednesday	Eve	
	Ortho	IV - III - 7 & 8	Thursday	Eve	
	Ortho	IV - III - 9 & 10	Saturday	Eve	
	Ortho	IV - III - 9 & 10	Sunday	Eve	
	Ortho	IV-IV - 1 & 2	Sunday	Day	Weeks 8-1
	Ortho	IV-IV - 1 & 2	Saturday	Day	
	Ortho	IV-IV - 3 & 4	Monday	Day	
	Ortho	IV-IV - 3 & 4	Thursday	Day	
	Ortho	IV-IV - 5 & 6	Monday	Eve	
	Ortho	IV - IV - 5 & 6	Wednesday	Day	
	Ortho	IV - IV - 7 & 8	Wednesday	Eve	
	Ortho	IV - IV - 7 & 8	Thursday	Eve	
	Ortho	IV - IV - 9 & 10	Saturday	Eve	
	Ortho	IV - IV - 9 & 10	Sunday	Eve	



**Maternity and Pediatric Tracking Form**  
**Community Based Education and Development**

The purpose of this form is to delineate the program's presentation of theory instruction and clinical experience in Maternity Nursing and Pediatric Nursing to enrolled students and to ensure that every student receives the number of hours of theory instruction and clinical training consistent with the Board - approved curriculum.

List each student assignment for Maternity Nursing and Pediatric Nursing. Include both theory instruction and clinical experience, according to the program's instructional plan. Fill in the corresponding week of theory instruction and clinical experience from the program's instructional plan (IP). Modify the form as needed to show the number of students you are requesting and the number of weeks in your terms

Week	IP Wk # 46 (Mod. IV week 1)		IP Wk # 47 (Mod. IV week 2)		IP Wk # 48 (Mod. IV week 3)		IP Wk # 49 (Mod. IV week 4)		IP Wk # 50 (Mod. IV week 5)	
Session	1	2	3	4	5	6	7	8	9	10
Theory for all students	Health Promo of Infant	Health Promo: Child &	Basic Pediatric Care	Basic Pediatric Care	Basic Pediatric Care	Child of Physical Disorder	Child of Physical Disorder	Child with mental	Pregnancy	Pregnancy
Clinical Student 1-10	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	OLYM Oleg Sat - DAY	OLYM - Mike - Mon - DAY	OLYM Oleg Sat - DAY	OLYM - Mike - Mon - DAY	OLYM Oleg Sat - DAY
Clinical Student 11-20	OLYM Oleg Sat - DAY	OLYM - Mike - Mon - DAY	OLYM Oleg Sat - DAY	OLYM - Mike - Mon - DAY	OLYM Oleg Sat - DAY	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric
Clinical Student 21-30	OLYM - Lucas - Mon EVE	OLYM - Lucas - Wed EVE	OLYM - Lucas - Mon EVE	OLYM - Lucas - Wed EVE	OLYM - Lucas - Mon EVE	OLYM - Lucas - Wed EVE	OLYM - Lucas - Mon EVE	OLYM - Lucas - Wed EVE	OLYM - Lucas - Mon EVE	OLYM - Lucas - Wed EVE

IP Wk # 51 (Mod. IV week 6)		IP Wk # 52 (Mod. IV week 7)		IP Wk # 53 (Mod. IV week 8)		IP Wk # 54 (Mod. IV week 9)		IP Wk # 55 (Mod. IV week 10)		IP Wk # 56 (Mod. IV week 11)	
11	12	13	14	15	16	17	18	19	20	21	22
Care of Mother and Newborn	Care of Mother and Newborn	High Risk Mother	Basic Mental Health	Basic Mental Health	Care of Pt Psych Disorder	Care of Pt Psych Disorder	Drugs for Anxiety	Drugs for Anxiety	Care of Pt Addictive Personalit	Care of Pt Addictive Personalit	Leadership
SJG - Antido Mon - DAY	SJG - Antido Sat - DAY	SJG Antido Mon - DAY	SJG - Antido Sat - DAY	SJG Antido Mon - DAY	OLYM - Oleg Sat - DAY	OLYM - Oleg Sat - DAY	OLYM Oleg Sat - DAY	OLYM - Oleg Sat - DAY	OLYM - Oleg Sat - DAY	OLYM - Mike Mon - DAY	OLYM Oleg Sat - DAY
OLYM - Oleg Sat - DAY	OLYM - Mike Mon - DAY	OLYM - Oleg Sat - DAY	OLYM - Mike Mon - DAY	OLYM - Oleg Sat - DAY	SJG - Antido Mon - DAY	SJG - Antido Mon - DAY	SJG - Antido Mon - DAY	SJG - Antido Mon - DAY	SJG - Antido Mon - DAY	Kaiser - Bella Mon - DAY	Kaiser - Bella Mon - DAY
Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	Ortho - Pediatric	Kaiser - Bella Mon - DAY	Kaiser - Bella Mon - DAY	Kaiser - Bella Mon - DAY	Kaiser - Bella Mon - DAY	Kaiser - Bella Mon - DAY	SJG - Antido Mon - DAY	SJG - Antido Mon - DAY

IP Wk # 57 (Mod. IV week 12)		IP Wk # 58 (Mod. IV week 13)		IP Wk # 59 (Mod. IV week 14)		IP Wk # 60 (Mod. IV week 15)	
23	24	25	26	27	28	29	30
Leadership	Leadership	Leadership	Supervision	Rehab	Rehab	Ped Review	Mat Review
OLYM - Mike - Mon - DAY	OLYM Oleg - Sat - DAY	OLYM - Mike - Mon - DAY	Kaiser - Bella - Wed - DAY	Kaiser - Bella - Mon - DAY	Kaiser - Bella - Wed - DAY	Kaiser - Bella - Mon - DAY	Kaiser - Bella - Wed - DAY
Kaiser - Bella - Wed - DAY	Kaiser - Bella - Mon - DAY	Kaiser - Bella - Wed - DAY	OLYM - Oleg - Sat - DAY	OLYM - Mike - Mon - DAY	OLYM - Oleg - Sat - DAY	OLYM - Mike - Mon - DAY	OLYM - Oleg - Sat - DAY
SJG - Antido - Sat - DAY	SJG - Antido - Mon - DAY	SJG - Antido - Sat - DAY	OLYM - Mike - Mon - DAY	OLYM - Oleg - Sat - DAY	OLYM - Mike - Mon - DAY	OLYM - Mike - Mon - DAY	OLYM - Mike - Mon - DAY

Replacement start of 30 students for class of 40 students graduated 3/27/2011 Originally, the request was sent December 2010. Would like to start April 2011.

Request a replacement start: Associate of Applied Science Vocational Nursing- Class size of 15 to begin May 2011. (Replacing class that graduated March 2011)

**CBD College pattern of VN (non-degreed) class starts 2011-2012:**

VN- Class size of 30 to begin April 2011

VN- Class size of 30 to begin August 2011.

VN- Class size of 30 to begin November 2011.

VN- Class size of 30 to begin April 2012.

VN- Class size of 30 to begin August 2012.

VN- Class size of 30 to begin November 2012.

## Agenda Item #13.C.Attachment H

Cheryl Anderson

---

From: alice sorrell-thompson [healingheartsla@yahoo.com]  
Sent: Friday, April 08, 2011 2:30 PM  
To: Cheryl Anderson  
Subject: CBD College Exit policy, corrective action

Good Day Ms. Cheryl,

Thank you so much for contacting me this morning. I am looking forward to seeing you at the Board meeting in May. With respect to CBD College's submission of projected class starts, I deeply appreciate your assistance with this matter.

CBD has the structure ready to start our requested April 2011 start the first (1st) Monday after the May board meeting as well as for the start of our Associate of Applied Science Degree in Nursing on June 20, 2011.

We have pre-requisite courses that are offered free of charge that we would like to begin scheduling in anticipation of these starts. We continue to have a steady influx of potential students. I would like to be able to confidently set a date to begin this course work. Would you please verify with me if we are on the right track.

In response to your question regarding CBD College's exit policy, I am grateful you brought to my attention the concern regarding timely reporting of faculty termination. I am aware that upon termination of VN faculty, I must notify the BVNPT in writing within ten (10) days of the termination. Information required includes: identifying the specific faculty, their position and the date of termination. Please be assured this process is in place and will be enforced.

As always, your guidance is invaluable. I am at your disposal should you need anything additional information.

Blessed be,  
Alice

# Agenda Item #13.C.Attachment I



STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.

**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**

2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945

Phone (916) 263-7800 Fax (916) 263-7859 Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



## CERTIFIED MAIL

April 18, 2011

Alice L. Sorrell – Thompson, M.B.A., R.N., Director  
Vocational Nursing Program  
Community Based Education and Development College  
5724 West 3<sup>rd</sup> Street, Third Floor  
Los Angeles, CA 90036

***Subject: Reconsideration of Provisional Accreditation and Consideration of Request to Admit Students***

Dear Ms. Thompson:

The Board of Vocational Nursing and Psychiatric Technicians (Board) is scheduled to reconsider the provisional accreditation and consider the request to admit students of the **Community Based Education and Development College Vocational Nursing Program** on May 20, 2011.

On February 28, 2011, the Board received your correspondence (including attachments) relative to the program's follow – up report. To ensure dissemination to individual Board members and relevant staff for timely consideration at the May 20, 2011 Board Meeting, please submit:

- Fifteen (15) copies of pertinent documents that you desire Board members to consider. Please remember existing statutes require that any document considered by the Board will become a public record. Accordingly, please redact all names of students.
- In addition, please provide information on a compact disc (CD) for Board use. Again, please remember to redact any student names prior to copying information onto the CD.

To ensure dissemination and review by Board Members prior to the meeting, the deadline for submission of the requested documents and the CD is **Friday, April 29, 2011.**

Although the primary purpose of this letter is to convey the Board's need for the copies, please be assured that, if timely submitted, any correspondence and attachments will be reviewed and, if appropriate, information submitted may be included in the report of the assigned consultant.

Please do not hesitate to contact the Board at (916) 263-7843 should you have questions.

Sincerely,

**CHERYL C. ANDERSON, M.S., R.N.**  
Supervising Nursing Education Consultant

# Agenda Item #13.C.Attachment J



STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.

**BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS**  
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945  
Phone (916) 263-7800 Fax (916) 263-7855 Web [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)



## ***CERTIFIED MAIL***

June XX, 2011

Alice L. Sorrell – Thompson, M.B.A., R.N., Director  
Vocational Nursing Program  
Community Based Education and Development College  
5724 West 3<sup>rd</sup> Street, Third Floor  
Los Angeles, CA 90036

***Subject: Notice of Change in Accreditation Status***

Dear Ms. Sorrell - Thompson:

Pursuant to the action of the Board of Vocational Nursing and Psychiatric Technicians (Board) on May 20, 2011, the provisional accreditation status of the Community Based Education and Development College Vocational Nursing Program has been extended for the period June 1, 2011, through May 31, 2012. Please sign and return the enclosed "Acknowledgement of Change in Accreditation Status" form by **Friday, June XX, 2011**.

### **AREAS OF NON-COMPLIANCE [VIOLATION(S)]**

In accordance with Section 2526.1(c) of title 16 of the California Code of Regulations,

"The Board may place any program on provisional accreditation when that program does not meet all requirements as set forth in this chapter and in Section 2526..."

Section 2530(l) of title 16 of the California Code of Regulations states:

"The program shall maintain a yearly average minimum pass rate on the licensure examination that does not fall below 10 percentage points of the state average pass rate for first time candidates of accredited vocational nursing schools for the same period.

- (l) Failure to maintain the required yearly average minimum pass rate for two years or eight consecutive quarters may be cause to place a program on provisional accreditation."



The program pass rates of the Community Based Education and Development College Vocational Nursing Program for the past thirteen (13) quarters are set forth in the following table.

NCLEX-PN® Licensure Examination Pass Rates			
Quarter	State Annual Average Pass Rate	Program Annual Average Pass Rate	Variance from State Annual Average Pass Rate
Oct – Dec 2007	76%	63%	- 13
Jan – Mar 2008	75%	64%	- 11
Apr - Jun 2008	74%	51%	- 23
Jul - Sep 2008	74%	52%	- 22
Oct – Dec 2008	73%	46%	- 27
Jan – Mar 2009	72%	38%	-34
Apr – Jun 2009	70%	39%	-31
Jul - Sep 2009	72%	32%	-40
Oct – Dec 2009	73%	31%	-42
Jan – Mar 2010	74%	33%	-41
Apr – Jun 2010	75%	33%	-42
Jul – Sep 2010	75%	41%	-34
Oct – Dec 2010	76%	43%	-33

Based on this data, the program failed to meet the annual average pass rate requirement.

#### **REQUIRED CORRECTION(S)**

1. The Community Based Education and Development College Vocational Nursing Program must bring its licensure examination annual average pass rate to no more than ten (10) percentage points below the State annual average pass rate for four (4) consecutive quarters by **May 31, 2012**.
2. Require the program to continue demonstration of progress in improvement of its pass rates on the NCLEX/PN®.
3. Continue to require the program to obtain approval by the Board prior to admission of each class.
4. Require the program to submit a follow-up written report documenting interventions implemented to improve its pass rates in 9 months, but no later than **February 1, 2012**. The report must include a comprehensive analysis of the program, specific actions taken to improve program pass rates, timeline for implementation, and the effects of employed interventions. The following elements must be addressed in the analysis.
  - a. Current Enrollment.
  - b. Admission Criteria.
  - c. Screening and Selection Criteria.
  - d. Terminal Objectives.

- e. Curriculum Objectives.
  - f. Instructional Plan.
  - g. Theory and Clinical Objectives for Each Course.
  - h. Lesson Plans for Each Course.
  - i. Textbooks.
  - j. Attendance Policy.
  - k. Remediation Policy.
  - l. Evaluations of Theory and Clinical Faculty.
  - m. Evaluations of Theory Presentations.
  - n. Evaluations of Clinical Rotations and Their Correlation to Theory Presentations.
  - o. Evaluation of Student Achievement.
5. The program must comply with all accreditation standards in Article 4 of the Vocational Nursing Practice Act, commencing at Business and Professions Code section 2880, and Article 5 of the Board's Regulations, commencing at California Code of Regulations, Title 16, section 2526.

Failure to take these corrective actions may cause the Board to revoke the program's accreditation. In the event additional violations of the accreditation standards are identified, such violations may result in further corrective action or revocation of provisional accreditation.

#### **FUTURE BOARD ACTION**

Your program will be placed on the **May 2012** Board Meeting agenda for reconsideration of your accreditation status. The nursing education consultant assigned to your program will ask you to submit documentation of the correction of your violation(s) by the fifteenth day of the second month prior to that Board meeting.

#### **OTHER IMPORTANT INFORMATION**

Please be advised that, pursuant to the Board's regulations, the program will not be authorized to admit new classes beyond the established pattern of admissions previously approved by the Board. The established pattern of admissions approved by the Board is as follows: **Prior Board approval is required for the admission of each class.**

In the event your program is required to submit any report(s) as a corrective action pursuant to this notice, such reports are required in addition to any other reports required pursuant to 2527 of the Board's regulations.

The program may no longer advertise that it has full accreditation, and should take steps to correct any ongoing advertisements or publications in that regard.

A copy of title 16, California Code of Regulations, section 2526.1, regarding provisional accreditation is attached for your reference. A complete copy of the Board's laws and regulations can be found on the Board's web site at [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov).

Should you have questions, please do not hesitate to contact the Board.

Sincerely,

**TERESA BELLO-JONES, J.D., M.S.N., R.N.**  
Executive Officer

cca

Enclosure

cc: Board Members